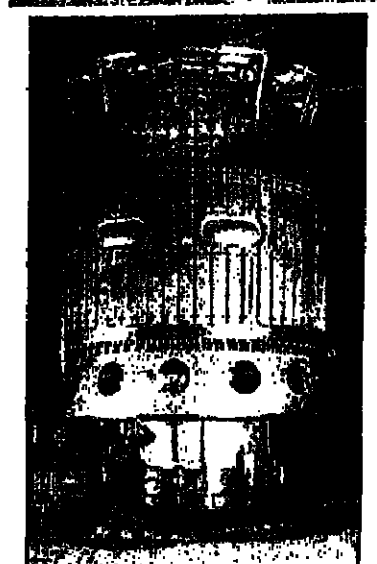




Physical theories can be scribbled almost anywhere. Only at CERN, the European Centre for Nuclear Research in Geneva, can you actually test them. Jon Turney reports from Switzerland as the Kendrew committee considers whether Britain should pull out (page 11)

Recent arguments over retrenchment, tenure, pay bargaining and pension schemes are nothing new. As D.D. Raphael describes, the career of the 18th century philosopher ADAM FERGUSON raises some highly contemporary issues (page 15)

It is no longer enough merely to know a foreign language. If we are to compete in international markets, we need to understand how their societies are organized and how they work. Now, however, we can find out more about them (page 14)

The role of the Civilintern in the SPANISH CIVIL WAR has long been obscured by ideological arguments and revisions. Martin Blinkhorn reviews E.H. Carr's posthumous study of one of the most significant passages in 20th century history (page 18)

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R.W. Miller on the history of Latin America



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Quis custodiet . . .

The influence of Her Majesty's Inspectors has increased, certainly; it is increasing, without a doubt; but, following the form of Dunning's famous 1780 motion in the House of Commons on the influence of the Crown, ought to be diminished? That is more debatable but assuredly deserves to be debated.

One of the most striking phenomena of the last five years has been the revival of the power of the inspectorate in shaping the future of non-university higher education. In the 1970s few imagined that the inspectorate was either willing, or maybe competent, to take on such a role. Their mystery and so their authority seemed to depend on a deliberately maintained aloofness. Inspectors were treated with something approaching reverence and their, still secret, reports with the greatest respect because both were regarded as disinterested, above and apart from the hurly-burly of policy making and financial allocation. But there was also another reason why the inspectors were respected. They were seen as professional insiders rather than political outsiders.

Today the rules have all been changed. The environment in which inspectors have to operate is quite different and their relations with polytechnics and colleges have been revolutionized. The most important catalyst of change has certainly been the practice of publishing inspectors' reports. But the establishment of the National Advisory Body, on the board of which the inspectorate is powerfully represented, has provided for the first time an effective forum in which inspectors can make an active contribution to policy making in advanced further education. Finally, of course, present ministers have encouraged the inspectorate to make this contribution. Indeed so strong has been the encouragement that suspicions have grown that the inspectorate on occasions has been a willing stalking horse for ministers.

Not all this is bad by any means. Previously the role of the inspectorate in the polytechnics and the colleges had shown signs of dwindling into insignificance. Published reports cannot be ignored as easily as confidential ones. As a result different performance and practice have become more vulnerable to challenge and so to reform. Inspectors' reports have become powerful instruments of change in the non-university sector.

The active role of the inspectorate in the NAB can also be defended. There is nothing in the polytechnics and colleges to compare with the elaborate networks of informal but informed academic intelligence which are so common in the universities. The Council for National Academic Awards and other validating bodies, because they have to abide by formal

bureaucratic rules, can never hope to match the sophistication and flexibility of these university networks.

Neither, of course, can the inspectorate. But it is perhaps in a stronger position. Its authority is buttressed by a great tradition; its job is to examine the practice rather than simply to validate the process; and its opaque operation offers a room for manoeuvre that is denied its committee-bound rivals. As the whole NAB system is, and must be, hungry for better and better academic intelligence to provide (in NAB speak) "a judgmental overlay" to vitalize procedures that would otherwise never rise above the level of number crunching, the role of the inspectorate has become crucial to the success of this experiment in planning polytechnics and colleges.

But a price has been paid - and as the new role of the inspectorate develops that price will certainly increase. Even the publication of HMI reports is not without its negative undertone. There is a sense in which these reports, particularly the more critical ones, have taken on a punitive rather than supportive character. They often appear more like a stick than a carrot. Their most prominent and immediate outcome is likely to be a few maybe devastating paragraphs of bad publicity in the local newspaper, or *The Times*. Of course dirty washing should not be hidden away. But not all HMI reports receive the same publicity; the majority receives little or none.

There are also ambiguities surrounding the powerful HMI participation in the NAB. The first concerns the quality of the inspectorate's own advice on quality. Although it has tried in recent years to conduct a few broad-brush inspections that cover a number of institutions, the inspectorate may offer scope for generalizable conclusions, its expertise is still firmly fixed in one-course, one-institution, one-off inspections. There is no question that, with the exception of a few horrors like the PNL inquisition, these are done well. What can be questioned is the credibility of the connection between this solid grass-roots professional work by HMIs and the much broader, and inevitably political, judgements made by HMIs in a NAB context.

The second concerns the ultimate allegiance of the inspectorate when it operates within this much more political context. To put it perhaps too crudely, whose side do HMIs think they are on when they participate in the work of the NAB? Do they conceive of their role in the traditional terms of which Matthew Arnold would have heartily approved; as defenders of the integrity and quality of the higher education provided by polytechnics and other colleges? Or do they see themselves as the agents of

Government policy, the inevitable allies of the Department of Education and Science civil servants also involved in the work of the NAB, allies who contribute (supposedly) professional clout to a predetermined political line?

No one, of course, is accusing HMIs of being the shock troops of Josephism. But there is little evidence that much serious thought has been given within the inspectorate to the origin and legitimacy of the HMI "line" which its representatives are required to give in the NAB. Is it to be grounded in the largely apolitical grass-roots work undertaken by specialist HMIs or in the more politically sensitive opinions of generalist senior inspectors.

Such questions deserve to be debated within and without the inspectorate. Even the universities are not simple bystanders. If the role of HMIs continues to become more powerful in the non-university sector, the university sector will inevitably be influenced by their judgements, indirectly at first through the influence of the inspectorate on the work of the NAB which in turn is bound to have a growing impact on policy for universities through its relationship with the University Grants Committee, but later - who knows? - maybe more directly.

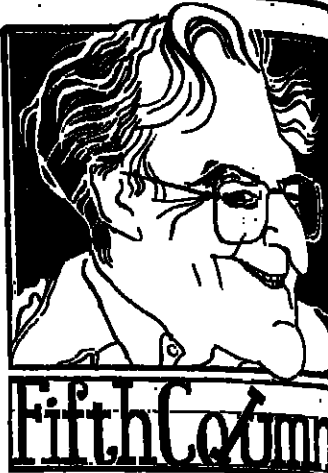
But the immediate issue remains the independence of the inspectorate. After all the "Her Majesty's" designation is not intended to be an anachronistic or meaningless label. As in the leader of *The Times* Opposition it conveys a strong sense of the fundamental democratic principle that the interests of the state are a wider circle than the interests of the Government. Important in politics, this principle is even more important in education.

It is not simply a question of the punitive raids against places like PNL which the inspectorate seems to be eager to undertake, although such incidents, isolated as they are, encourage the belief that the inspectorate has become distressingly trigger-happy. The real question is whether the new effectiveness of HMIs in bodies like the NAB, and more generally their capacity to produce credible broad-brush reports with transferable conclusions, will be progressively undermined by doubts about their political subservience. If these doubts are not resolved, the renaissance of the inspectorate in further and higher education could prove short lived. To return to Dunning's formula, the influence of HMIs does not need to be diminished - yet. But if in the aftermath of the Lindop report, which is certain to enhance the status of the inspectorate if only by degrading that of the validators, the ambition of senior HMIs to think rather more rigidly and to become not only necessary but inevitable that that influence be diminished.

There is a good deal of historical evidence that you can teach well even if you concentrate upon your students rather than upon your own private research and the ancient universities have had many such teachers and scholars - who keep up to date with their subject and want to communicate their insights. If any even be that good results in terms of employment are not unrelated to the fact that the students have been taught and not neglected for the pleasure of private research.

The reason why polytechnics now devote more of their time and money to research has nothing to do with their value or relevance. It has to do with their reputation with the public (that is, the media) and the prestige of their academic staff. And everything conspires to make this important.

If the Council for National Academic Awards demands evidence of research we had better provide it no matter how irrelevant it may be. But for me, as an organizer of teaching, the research that matters most is the scholarship that inspires the best teaching and learning.



Writing to *The Times* a few weeks ago Mr Anthony H. Willbourn, himself a graduate in chemistry from the University of Oxford, addressed himself to the matter of Mrs Thatcher's rejection and made some salutary comments which seem to me worthy of discussion.

He points out that people at Oxford seem to have forgotten that "admissions are to be judged primarily by the quality of their graduates and not by the volume of their research" by any standards Mrs Thatcher is credit to Oxford. And he produces a very good paragraph which rings bells in my mind.

"Having spent a lifetime largely concerned with research in industry, on a generous estimate, the 90 per cent of academic research has no practical value whatever, but of course justified as a vehicle for training young scientists and keeping their supervisors in good trim."

And he concludes with a stern reminder to the dons of Oxford: "Furthermore the responsibility for allocating cash for research lies heavily with the academic establishment, so if really important research is not it is their own fault."

I have occasionally touched upon this sensitive matter of research when writing either for *The Times* or other journals and have come to realize that it is too sacred a cow for many passers-by to sniff at. Nevertheless it is a realistic subject for a polytechnic director to think about because we are going to be in the thick of it more and more and any success we may have is going to impinge upon the universities' fortunes.

The point is this. The polytechnics were not set up as research establishments. The very opposite. They were specifically established to teach - and to teach not only full-time but part-time students of whatever age, and to train them for industry and the professions as well as the practical arts.

There is a good deal of historical evidence that you can teach well even if you concentrate upon your students rather than upon your own private research and the ancient universities have had many such teachers and scholars - who keep up to date with their subject and want to communicate their insights. If any even be that good results in terms of employment are not unrelated to the fact that the students have been taught and not neglected for the pleasure of private research.

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Joseph U-turn on teacher training

by Patricia Santinelli

Sir Keith Joseph, the Secretary of State for Education and Science, announced this week that the Government plans to increase the number of teacher training places by 18 per cent by the end of the decade in a U-turn that reverses its past policy.

But, because no extra resources are to be provided nor any increase in planned student totals allowed to flood room for the 2,800 extra places, many universities, polytechnics and colleges will be reluctant to change their plans to accommodate this sudden switch in Government policy.

Sir Keith announced in his long-awaited reply to the Advisory Committee on the Supply and Education of Teachers' recommendations that primary places would be increased by well over 2,000 places - still some 2,000 less than recommended - and secondary places by just under 800.

In proportional terms the major increase occurs in the primary Postgraduate Certificate of Education and universities.

But Sir Keith has made it very clear in his letter to the chairman of the University Grants Committee and the National Advisory Body that he expects the increases to be made within the existing higher education provision for 1986/87.

"Moreover we would not expect to increase provision for 1988 and 1989 on account of our conclusions on initial teacher training numbers," Sir Keith says.

He hopes both the UGC and the NAB will give

serious consideration to rationalizing teacher training in terms both of larger minimum group sizes, and of viable units which are likely to have a continuing future in the 1990s and which will secure high quality, cost effective provision.

The UGC has declined to comment on the increases but it is known that it does not believe this can be achieved without extra resources, and that it is likely to lead to rows in universities if other courses have to go to meet education targets.

Both the NAB and the Welsh Advisory Body are upset but not surprised that they will get fewer places and no money and so will have to cut back other programmes. They are also disatisfied about the timing which means that the allocations have to be rushed out. They will be asking colleges and probably some polytechnics departments to undertake "reverse diversification".

Letters to colleges and polytechnics giving them their allocations are to go out next week, with a deadline of May 10 for consultation. The NAB teacher education group will debate the proposed allocations during April.

A vice chancellors' committee official said: "I fear that with universities facing such uncertainty over their future funding and forecasting that things will get worse not better, this future imposition on education departments is not on. Some may say it is impossible."

Ms Joan Bocock, assistant secretary at the National Association of Teachers for Further and Higher Education, said it was extremely doubtful whether

institutions which were torn between expanding teacher education and having to contract other courses would respond positively.

"We are not happy about the shift towards increasing the primary PGCE by 48 per cent and the primary BED by only 15 per cent. This cuts right across advice given to Sir Keith by Her Majesty's Inspectorate," Ms Bocock said.

As far as the primary BED is concerned the universities have been given twice as many places, 340 rising to 700, as recommended by ACSET, but the public sector is to get some 1,350 fewer places than suggested, 6,110 rising to 7,050 by 1989.

In terms of the primary PGCE, Sir Keith has kept closer to ACSET's recommendations. The universities' numbers will rise from 670 to 975, some 125 places fewer than the committee proposed. The public sector places rise from 1,300 to 2,225, 425 less than recommended.

As far as secondary numbers are concerned, Sir Keith has taken the unusual step of accepting the committee's advice and increasing BED numbers to safeguard as well as expand a number of shortage subjects in maths, science, home economics, business studies, craft design and technology and physical education. The universities' numbers are to rise from 354 to 575 and the public sector from 1,660 to 2,200. Postgraduate numbers are to stand still.

Sir Keith has told both the UGC and NAB that he is quite prepared to consider a shift in the proposed allocations if both bodies indicate this will lead to a better distribution.

AUT makes call for day of action

by David Jobbins

Leaders of the Association of University Teachers called this week for a day of action in support of their claim for a better pay offer but warned union activists that demands for immediate industrial action would be premature.

At a special one-day conference the AUT executive proposed that the union's 33,000 members should take part in demonstrations and rallies on April 24 to press the case for an improvement in their pay offer.

The association was involved this week in talks with the other teacher unions on the possibility of a coordinated pay campaign spanning all sections of the education service.

Strikes by college lecturers are threatened next month after a package which could have kept pay negotiations going was blocked by some local authority employers and the Department of Education and Science.

Plans for stepping up industrial action, possibly with selective strikes in key areas, were being drawn up this week by leaders of the main union, the National Association of Teachers in Further and Higher Education.

During 12 hours of talks on the college lecturers' claims, divisions in the management panel prevented progress on a 10 point plan drawn up by both sides which acknowledged erosion of salary levels and offered a way forward through talks on structure with staging of any settlement.

But some Conservative councillors and NUT officials on the Birmingham Further Education Committee management panel were not prepared to support the plan although it had the backing of Mr John Fearman, the Labour leader of the local authority.

Mr Peter Dawson, general secretary of NUT, later accused some local authority leaders and the DES of "sabotaging the negotiations".

University manual workers have made a significant advance in their battle against low pay with an offer from the employers worth up to 6.7 per cent more than double the pay element in the resort grant.

Although the terms of reference of the Jarratt inquiry excluded matters involving academic judgement, the report will have a lot to say about the machinery for taking academic decisions. Some members of the committee see the confusion of responsibility between councils and academies both with elaborate committee structures of their own and fled together by joint committees as an obstacle to crisp management.



An ill wind: Sir Peter Scott, chairman of the World Wildlife Fund and founder of the Wildfowl Trust found the elements a little troublesome at Martin Mere bird refuge near Burscough, last week. Having visited the refuge, straight from Liverpool University where he had received an honorary degree for his outstanding contribution to conservation, Sir Peter lost his morlar board in the duck pond. A friend stooped to retrieve the situation and send Sir Peter, smiling, on his way again.

Jarratt shake-up will include academic plans machinery

A shake-up of how universities are managed with radical implications for academic planning will be proposed in the report of the Jarratt committee which is to be published on Monday.

The committee, headed by Sir Alex Jarratt, chairman of Birmingham University and chancellor of Liverpool University, has been examining university efficiency. It was set up a year ago by the vice chancellors' committee as an alternative to an inquiry by the Government's own efficiency unit formerly headed by Lord Rayner.

It reports it is likely to criticize universities for having too many committees and placing too little emphasis on clear line management. The committee has also been concerned by the universities' lack of capacity to take tough selective decisions and failure in most cases to offer proper incentives for improved performance.

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Anger as funds switch ignores polys

by Karen Gold and John O'Leary

Local authority leaders are demanding a meeting with Sir Keith Joseph, Secretary of State for Education and Science, to persuade him to reverse his decision to exclude the polytechnics from the Government's £43 million scheme to boost engineering and technology.

They have already made their feelings known to Mr Peter Brooke, under-secretary for higher education, during angry exchanges at this week's meeting of the committee of the National Advisory Body. Mr Brooke, who chaired the meeting, deflected criticism by claiming that the Government was acting on the advice of the Engineering Council.

However, committee members were furious that the NAB had not even been consulted about the new initiative, despite making detailed proposals to the Butler committee, which devised it. Mrs Nicky Harrison, who chairs the Council of Local Education Authorities, said after the meeting: "We cannot leave it here we will have to ask Sir Keith. We simply can't take a thing like this lying down."

Mr Christopher Ball, chairman of continued on page 3

V-Cs see gloomy future

by Peter Aspden

Further funding prospects for universities have been likened to a "lingering and painful terminal illness" compared with the sudden and traumatic cuts of 1981, by the chairman of the Committee of Vice Chancellors and Principals, Mr Maurice Shock.

The comment followed a meeting of vice chancellors to discuss universities' financial position, at which the mood was said to range from "pessimistic to very pessimistic".

On top of forecasts that universities' grants would rise by 2 per cent per year below inflation in the next five years, vice chancellors were also counting the cost of the increase in national insurance contributions announced in last week's Budget, which will amount to an extra £10 million a year.

The CVCP has distributed a confidential paper to universities spelling out their financial position from 1979 to 1988.

The paper confirmed the worst fears of universities expressed in 1981, that their net income in real terms would decline by 15.5 per cent between 1979/80 and 1988/89, because of the combined effect of recurrent grant reductions and changes in overseas student fees policy.

The document also cast doubt on the Government's predictions on inflation, which assumed a gradual fall in the rate to 3½ per cent by 1988. Under this assumption, the university recurrent grant is projected to fall by about 4.2 per cent in the three-year period to 1987/88.

But the Government's assumption on inflation, said the paper, should be compared with those of the major economic forecasters: the London Business School (5.6 per cent in 1985, 5.2 per cent in 1986), the National Institute (6.5 per cent in 1985 and 1986) and the CBI (4.9 per cent in 1985, 4.5 per cent in 1986). "All three are in excess of Government assumptions," said the paper.

The Budget increases in national insurance, applies to companies and institutions which employ staff earning more than £265 a week. The previous flat rate limit of £265 is being abolished, and employers will have to pay a contribution of 10.45 per cent from October.

The £10 million represents about one per cent of universities' salary bill. While some of them have received years of possible compensation, it has not escaped their notice that the £10 million figure is roughly equivalent to the UGC element of the £43 million "switch" money made available for engineering and technology in the Budget.

Swinnerton-Dyer speech, page 3
Leader, back page



Animal rights and wrongs, 13

Letters to the editor

Polys that would be universities

Sir, - It is with mounting disbelief that I read regular reports of the claims of the colleges of higher education to polytechnic status and the wishes of those who already are in the polytechnic club to add the title of 'university' while busily protesting their preference for remaining in the local authority sector. These aims are quite understandable but display a singular disregard for reality in the extent to which they manipulate the facts in such a way as to suit the present circumstances.

Taking first the pretensions of the colleges of higher education, it is only necessary to glance at the allocation of National Advisory Body funds to institutions to realize that the colleges

are in a different league now and will be for a very long time to come. The 29 polytechnics attract funding ranging from more than £24 million at the top (Manchester) to around £9.5 million at the bottom (Teesside) which is certainly a very wide spread. With the exception of two, to which I will return, there are no colleges of higher education which will attract as much as £5 million in the coming year. In other words there is a significant gap in the order of magnitude, and the presence of category III work, which is only advanced in the salaries sense, or of non-advanced further education work has no real bearing on the polytechnic issue.

The two exceptions each have a plausible case for inclusion in the list of

polytechnics. The first is the Humber-side College of Higher Education (£6.7 million) and the second will be the new London College of Higher Education in Art (£7.7 million), the Bauhaus or whatever it is to be called. Each of these is or will be closer to the polytechnics than to the colleges.

The other end of the discussion is the position of the polytechnics themselves, a majority of which have already begun to use professorial titles and terminology, a policy I have no wish to criticize but which is quite clear in its message to the lay public. Now several have adopted policies which will incorporate the word 'university' in the title which surely underlines the point if nothing else did. Very few

polytechnics offer substantial amounts of non-advanced work or aim to do so, and there has been an obvious reluctance to disagree with moves by the Council for National Academic Awards towards early self-validation. In reality only tact in relations with parent local authorities has prevented louder cries for independence.

None of this is wrong but it does strike a resonant chord which reminds me of the latter days of the colleges of advanced technology and the regional colleges before the Robbins report.

Yours faithfully,
ROGER CARUS,
89 Airedale Avenue,
Chiswick,
London.

Schoolmaster fellowships

Sir, - I read Mr Stephen's short article on schoolmaster fellowships (THES, March 22) with much interest.

After 22 years schoolmastering with two books published by Penguin (and a third nearing completion), I agree with Mr Stephen that the potential benefits of such fellowships are presently getting through to potential authors in the schools.

I have found two weaknesses. The first is at source. Headmasterial powers of kings and, in my experience, the prize of a fellowship tends to reward a spell of loyal service in the expectation of more to come. Indeed, one notoriously unscholarly headmaster of my acquaintance recently won a schoolmaster fellowship to read himself.

The second weakness is with the awarding body. If individual colleges make the award then the applicant school is likely to be more interested in the quality of the applicant than the quality of the award. A discreet award after all may establish a link with that handful of schools the mass produce sixth formers of 'Ox Scholarship' potential.

I would therefore suggest the fellowship to cover a specific number of weeks in the year. This would allow schoolmasters to apply directly and bypass headteachers. In addition, selection of candidates by subject faculties rather than by colleges would give a more dispassionate view.

Yours faithfully,
DENIS WINTER,
Forest School,
near Snarebrook,
London.

Unit costs

Sir, - Your article (THES, March 22) summarizing the Polytechnic Association Group's figures for 1983/84 misses an important point. The PUG has changed its student full-time equivalent base between 1982/83 and 1983/84, and the demonstration for calculating unit cost now omits all short course student full-time equivalents.

Since the Polytechnic of Central London has over 17,000 short course students each year, by far the largest of any polytechnic, this change has a dramatic effect on the polytechnic's apparent unit cost. But if the unit cost calculation is carried out the same way for both years, PCL's 'increase' is under 2 per cent, a decrease in unit costs.

The wildly fluctuating figures you quote only serve to illustrate the diversity of results that can be obtained by 'modifying' the formulae. It will remain fairly meaningless to compare unit costs across colleges with such different mixes of student mode and such time as more realistic and meaningful weights can be agreed.

part-time work, particularly evening classes, for National Academic Awards degree courses: the basic factor underlying PCL's officially high unit costs.

Yours faithfully,
PETER MARKS,
Assistant to the rector,
Polytechnic of Central London.

Up to data

Sir, - I am concerned that the main of the Friends of Birbeck believes that 'even an add up figures of different ways and different conclusions' (THES, March 22).

I shall take great care to prevent a copy of the THES from falling into the hands of students. Otherwise they will quickly realise that they are not expert and in touch with western thinking than their fashionable expatriate teacher on handling in chemistry. It is a keeping up to date out in the research component of the grant



Stormy weather: four expressive arts students at Brighton Polytechnic caught by a recent blizzard during rehearsals for an outdoor show on the Sussex Downs.

Lindop to criticize double standards

by Karen Gold

The Lindop committee investigating public sector degree standards will criticize some validating universities for accepting levels from colleges that are below their own.

The committee is expected to meet once more before delivering its report to Sir Keith Joseph, the Secretary of State for Education, in April, but it is undecided on how strongly to word its criticism of universities.

It will say that university validation is uneven and in some cases needs tightening up. It will point to two problems. Some universities are not clear what standards to demand of students doing combined or education degrees, where the standards in their subjects are not comparable to those attained in the final year of single honours degrees.

But in other cases universities appear to be accepting standards of work from colleges they validate which they would not accept from their own students. The Lindop committee will say this must stop.

The committee, which has focused mainly during its year's investigation on the Council for National Academic Awards, will also include criticism of the Business and Technician Education Council. It will say BTEC is inflexible and does not always ensure that diplomates attain comparable standards across the country.

The criticisms of the CNAEA, and the expectation that Lindop will recommend almost complete freedom for some polytechnics, has led to fears among local education authorities that they will lose control of their polytechnics.

The National Advisory Body committee has discussed the problem briefly. The Lindop report will say little about the relationship between colleges and their local authorities, but it will say that local authorities should not be involved in detailed management of the institutions, particularly in matters such as non-academic staffing.

Some local authority leaders fear that carrying out Lindop's recommendations will lead to central control of polytechnics, a move they fought off when the NAB was formed.

Sir Peter stresses 'value for money' approach

The best case that the University Grants Committee could present to the Government for the future level funding of universities has been rejected by ministers, according to Sir Peter Swinnerton-Dyer, the UGC chairman.

He told vice chancellors that for the rest of the decade the increase in grant for universities will be 2 per cent per year below inflation, while Sir Keith Joseph, the Secretary of State for Education, will go on expecting them to do now things without extra resources.

Sir Peter was speaking at a joint meeting of the UGC and the Committee of Vice Chancellors and Principals. He repeated his advice that the least damaging way of coping with continuing cuts would be the closure of individual departments. "If closure of departments turns out to be impracticable, then the likely consequence will be the closure of some complete universities," he said.

He added that value for money would be a central theme for universities over the next few years and that the Department of Education and Science already regarded unit of resource and student/staff ratios as valuable performance indicators. The DES study comparing teaching resources in the two sectors relied entirely on unit of resource, and did not make comparisons of teaching quality.

Sir Peter said it was desirable to keep the concept of unit of resource because it implied that the amount of research that should be supported depended on the number of undergraduates to be taught. "If the best practitioners are to continue to do good research despite the cuts, the research component of the grant

will have to be distributed in a less egalitarian way than it has been hitherto," he said.

Turning to research funding, he said it was reasonable for the UGC to distribute two thirds of its grant on teaching-based criteria and one third on research-based.

"I see no reason why the research based criteria should operate in the same way in different subjects; in particular, I would expect substantial differences between the humanities on the one hand and the experimental sciences on the other," he said.

Sir Peter also gave an assurance that the UGC was not using selectivity as an exercise for moving money from the humanities to the sciences. "Financially, the three working parties should correspond to three water-tight compartments," he said.

He told the vice chancellors that the criteria would have to be applied to the information they gave the committee. "Part of that material will be factual, but part - notably the research plans - will consist of hopes and guesses. Such documents are bound to be tinged with optimism, but I hope realism will play a part too. If a department says that it plans to uncover some of the major secrets of nature in the next five years, we are bound to ask how many of them it has uncovered in the last five," he said.

But Sir Peter also assured the vice chancellors that the changes in universities' grants would not be pushed through quickly. "Few universities are in a state to cope with a substantial reduction of grant in real terms and the UGC will have to put a quite small limit on the maximum rate of reduction of grant - particularly in the first year or two," he said.

Architecture intake may not complete

by Felicity Jones

Applicants for places at architectural schools are being warned that they may be unable to finish their training and go into practice as architects.

Letters from the National Advisory Body and University Grants Committee have been sent advising the schools of architecture that they should forewarn this year's student intake.

The NAB letter said all students applying for entry to part 1 of the course this year should be informed of the "strong possibility" that they may not be able to continue with the second part of their degree.

The transitory architecture group's Escher Report recommended a 30 per cent reduction of intake onto Part 2 courses with a 15 per cent reduction into the initial first part.

A five-person working group of officers and members of NAB and UGC has been set up to implement this policy and plans to restrict entry with effect from 1989.

Some schools of architecture, however, have already offered guaranteed places before they received the letter and have complained that the student numbers are being reduced too hastily.

They claim the National Advisory Body said last year that they would not try to introduce any restrictions until 1986 entry.

An eleven hour bid to postpone the group's decision on numbers was made at a meeting of the Royal Institute of British Architects' council this week.

A motion from Mr Ian Colquhoun, a vice president (salaries members affairs), called for no cuts in student intake to be made until the RIBA had studied the future needs of the profession.

Several prominent bodies, including the Architect Registration Council of the United Kingdom and the RIBA's Yorkshire regional council, have expressed concern that the steps being taken to control entry into the profession will lower standards.

The newly-formed National Architecture Students Association were planning a demonstration in support of the motion.

Ms Elaine Rigby, student chairperson, said: "Architects were the first of the professions to be chosen because the RIBA gave them the opportunity on a plate to make cuts. The medical and veterinary professions will be the next if this succeeds."

SERC faces juggling act of obligations

by Jon Turney
Science Correspondent

The Science and Engineering Research Council faces a juggling act of international agreements in its efforts to free cash from existing commitments and shape a new strategy.

At its meeting last week, the council discussed a list of core activities destined to form the backbone of its new corporate plan for this year. Most of these centre on large facilities in Britain and overseas, but the big spenders not on the list are the subject of treaty obligations.

All three of the non-engineering boards of the SERC have such problems. For example, the Astronomy, Space and Radio Board, which faces new costs from an expansion of the European Space Agency's budget, regards the Anglo-Australian Telescope as a lower priority. But all the council can do at present is try and renegotiate the agreement with the Australian government, which built the instrument, to cut the contribution.

Similarly, the council's science board is prepared to sacrifice the subscription to the Institut Laue Langevin's neutron source in France, but this is fixed by treaty until 1992. In addition, the council's own neutron source at the Rutherford Laboratory, which will be the jewel in the SERC's crown when it is running at design energy in 1986, is a counter in delicate negotiations with other European countries, and these could be upset by

any mistreatment of the French laboratory.

The SERC would like to trade free access to the Rutherford machine, the Spallation Neutron Source, for a share in a much larger machine the Germans want to build at Jülich in the 1990s. At the same time, access to the SNS also figures in talks about British participation in a new European Synchrotron Radiation Source likely to be built at Grenoble. British participation is likely to rest on French agreement, hence the delicacy of the decision about the Institut Laue-Langevin.

Looming over all these negotiations is the British subscription to the European Nuclear Research Centre, in Geneva. As expected, the group inquiring into British participation in CERN, under Sir John Kendrew, was not able to give the SERC any hints about its findings before last week's council meeting. But the SERC's nuclear physics board has said firmly it would prefer to see the CERN subscription reduced rather than lose money for its Nuclear Structure Facility at Daresbury, which makes the core list after a last minute change.

All these uncertainties are likely to favour the view of council members who argue that the ambition to free large blocks of cash for new work cannot be realized in the short term.

The SERC's regular five-year forward look will now be finalized at the next council meeting in April, but is unlikely to call for big changes before 1990.

Anger over switch cash

continued from front page

the NAB board, said: "It is a bit odd not to consult the only organization actually to achieve a switch. The effect will be simply to transfer qualified candidates from the polytechnics to the universities and create empty places for which provision has been rather expensively made."

"The public sector has, in the last three years, tried to respond to national needs, mostly without extra funding, and you could say that the University Grants Committee and the universities have not shown the same degree of responsiveness. If the lesson is that responsiveness gets no recognition but that sluggishness and failure to respond means that you are then bought off, it will be difficult to persuade public sector institutions to respond to national needs and put themselves to a lot of trouble in future," he said.

Extensive research by NAB officials suggests that the pool of candidates qualified for engineering and technology courses is practically exhausted by existing provision and will be at best static in the next few years. An additional 4,000 university places would disrupt NAB planning.

The NAB committee decided to persevere with planning for 1986 and 1987 on the basis of preferential treatment for science and technology at least for the moment. The only major change made to the board's recommendations for an outline plan for 1987/88 was to ask authorities and institutions to make proposals both for a cut of 5 per cent in student numbers and an increase of the same size.

The National Association of Teachers in Further and Higher Education has written to Mr Ball calling for the special meeting of the NAB board and to Sir Keith Joseph expressing considerable disquiet at the proposed exclusion of polytechnics and colleges from the extra money.

New embryo group meets

The new voluntary licensing authority for embryo research set up by the Medical Research Council and the Royal College of Obstetricians and Gynaecologists met for the first time this week under its lay chairman Dame Mary Donaldson.

The authority, which will inspect laboratories researching on embryos fertilized on the bench, has no statutory powers. But the MRC will not award grants to scientists who fail to meet its guidelines, which include the 14-day time limit recommended in the Warnock report.

The group is designed to provide a framework for research to proceed in advance of Government legislation, in the hope that the MRC and other scientists can fight off Mr. Enoch Powell MP's private member's bill outlawing all research on embryos.

Mr Powell's Unborn Children (Protection) Bill, regarded by the researchers as scientifically ill-informed, has passed through committees in the House of Commons substantially unamended.

The other members of the committee include four nominated by the Royal College, four by the council, and other lay members. The RCOG nominees are Professor N. C. MacNaughton, president of the college, Professor R. W. Shaw of the Royal Free Hospital in London, Professor W. Thompson of Queen's University, Belfast, chairman of the college's fertility subcommittee, and Dr J. G. Laudan of Edinburgh University, chairman of the college ethics committee.

The council's representatives are Dr Anne MacLaren, director of the MRC's mammalian development unit, Sir Douglas Black, Professor G. S. Dawes, and Dame Cicely Saunders. The lay nominees are Mrs Penelope Leach, Professor Gordon Dunstan of Kings College London, Sir Cecil Clothier and Ms Susan Hampshire.

Preston selection

Sir, - Hell hath no fury. Oliver Anderson (Letters, THES, March 22) deplores secrecy and will not therefore object to my disclosure that the disappointing outcome of his recent visit to Preston was not attributable to his association with a university.

In selecting staff we do discriminate. That is the essence of the process. We try to select on the basis of fitness for the job without unfair discrimination against black people, women or members of Oxford University. Some of our most valued staff, and indeed some of my best friends are Oxford graduates.

The universities are the poorer because they do not seek to appoint into their senior posts such outstanding polytechnic educationists as my deputies Brian Booth and Peter Knight.

Yours sincerely,
ERIC ROBINSON,
Director,
Lancaster Polytechnic.

Decisions

Sir, - It is strange that such a practical businessman as Vernon Harcourt should, in true academic style, assign higher priority to decision making than to decision-making. (Letters, THES, March 22) In his evaluation of our priority decision system, perhaps he has been taken in by all those academics who have failed to resolve a problem, excuse themselves by claiming they have illuminated it, and made people think.

We claim that any insight gained by parties to the coal dispute from using our system resulted from the decision-making process in which it engaged them and the decisions advice it worked out from their raw views and data.

Yours contentiously,
IMMY ALGIE,
Co-director,
Brunel Management Decision Programme.

Professional Association of Teachers

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Aristotle on comedy

Sir, - I wish to take up two major points, which seem to have caused some confusion, in Dr Pamela Huby's review of my recent book *Aristotle on Comedy* (THES, March 8). First, the originals of the *Tractatus Poeticus*, which I argue to be a summary of the lost *Poetics* II. I envisage three main stages in the evolution of this work: first, Aristotle's text; second, an epitome of it, probably made in Late Antiquity; third, our tenth-century manuscript of the epitome. Nothing requires there to have been an earlier epitome which was itself used by the epitomator, as Dr Huby believes I argue. This is of course a possibility, but my stemma on page 18 does not assume it, nor is it any part of my argument. I must apologize if this was made insufficiently clear.

My reviewer also found the *Tractatus*' account of comic catharsis, and indeed the concept itself, a serious obstacle to my proposed identification of this text. In fact, the "purgation of laughter and pleasure" corresponds closely to what Aristotle must have said, if he was to rebut Plato's arguments against drama. In *Republic* X, Plato argues that, just as tragedy perniciously arouses pity and fear, comedy arouses buffoonish laughter of which we would ordinarily be ashamed (606c).

Both stimulate our emotions, which would be better kept in check. The Aristotelian answer is that drama does indeed arouse the emotions, but it does so in order to purge them, and thereby brings us nearer to the emotional mean. Such a process is certainly what the evidence for tragic catharsis points to. In the *Ethics* (IV 8), the buffoon diverges from the mean in laughter, the mean falls short, and the wit hits the mark. Thus comic catharsis is integral to Aristotelian moral theory, in terms of departures from the mean, as well as a necessary answer to Plato, and not, I think, an entirely "implausible" one.

R. JANKO,
Columbia University,
New York.

Political point

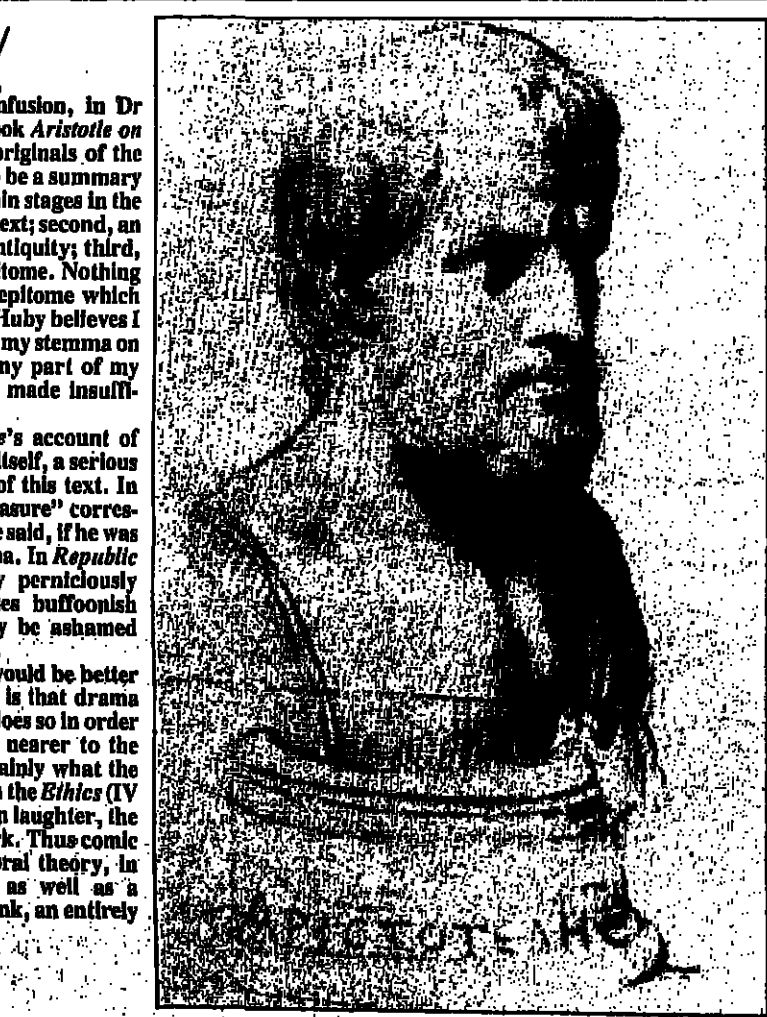
Sir, - Having attended the Politics Association seminar in London which you reported (THES, March 22), I should like to make two points, one about your report and the other which I wanted to make at the time, but was not able to do so due to the galaxy of speakers and so little time for discussion from the floor.

First, your report, by referring twice to general disagreement and lack of agreement about political education aspects, may give the impression that this represents some kind of failure. It does not, as there was no attempt to reach a consensus and anyone as experienced in adult political education as most of us would have anticipated the failure to agree.

Second, I wanted to point out that the instrumental and more general approach are not necessarily exclusive. To take only one example, the public and participatory democracy is not only important as a general idea but also a live issue in discussing grassroots politics and potential relations between local representative bodies and town councillors covering the same areas.

Yours sincerely,
R. PETER WASSILL,
Lecturer in public affairs,
University of Edinburgh.

Letters for publication should arrive by Thursday morning. They should be sent to: The Editor, The Times Higher Education Supplement, 1, The Quadrant, London W1A 0AA.



Football focus

Sir, - We were interested to see your photograph of Everton footballer Adrian Heath being muscle-treated on an isokinetic dynamometer. However, we must correct your impression that this was the first time it had been used on a professional footballer in Britain.

During the summer of 1981 we tested eleven of the Nottingham Forest team, including Peter Shilton.

This department has been researching the use of this equipment for strength measurement and functional assessment since 1981, and prior to this a study was carried out in Leeds.

For those interested, we published a brief resume of such work (known to us) in the United Kingdom in *Remedial Therapist*, November 16, 1984, together with a following letter correcting misprints published, January 17, 1985.

Yours sincerely,
W. A. WALLACE,
M. A. BARTON,
Department of surgery,
University of Nottingham.

Letters for publication should arrive by Thursday morning. They should be sent to: The Editor, The Times Higher Education Supplement, 1, The Quadrant, London W1A 0AA.

Arts funding

Sir, - Your front-page report (March 22) on the recent meeting at Reading University of the Standing Conference of Arts and Social Sciences in Universities was welcome. But by a final slip of the tongue it made inadvertent nonsense of the motion passed *in con.*

The motion was that SCASSU "strongly supports UGC advice that any switch to science and technology should not be at the expense of resources or student numbers in arts and social sciences, and would deplore any departure from that policy by universities or polytechnics."

Yours truly,
JOHN WESTERGAARD,
Vice-convenor,
Standing Conference of Arts and Social Sciences in Universities.

Research role

Sir, - Your Fifth Columnist (March 22) believes that the polytechnics were not set up as research establishments. May I remind Fifth Columnist that the polytechnics were set up under the umbrella of the Council for National Academic Awards.

The charter of the CNAEA requires that it shall advance knowledge by the granting of academic awards. So is required to demand research from the polytechnics. Of course, for the economic well-being of the UK, the character of our economy is changing - but who cares about our economy?

Yours faithfully,
DEREK ROBERTS,
25 Richmond Drive,
Nottingham NG9 5EL.

Ultimate error

Sir, - Your photograph of the woman's final of the British National Indoor Ultimate Fives Championship (March 22) did not have very sharp definition but it was clear enough to show the competitors up for what they were - men!

Yours faithfully,
DEREK ROBERTS,
25 Richmond Drive,
Nottingham NG9 5EL.

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DON'S DIARY

MONDAY

Another week, another temp. Spend 20 minutes with Jane, trying to explain essential office routines without confusing her with too much unnecessary information. Leave her with a mailing list to be updated while I go back to my office to dictate some letters on to a machine - something I should have done last Friday. As a secretary, I hated dictating machines, but now I'm doing the dictating I can see why they are popular. Skilful use of the controls results in a smoothly flowing piece of dictation, all ums and ers and changes of mind erased. Who's to know that I'm not normally so articulate?

By the end of the morning I have organized enough work to keep Jane busy this afternoon and most of tomorrow. I have a mug of soup and a sandwich at my desk and continue to work on the talk which I have to give to a group of academics tomorrow. I'm not a very experienced public speaker and I know that my preparation must be as thorough as possible.

At 2.30 I check and double check that I've got everything - overhead projector slides, pens, notes on cards, back up notes on A4 paper, copies of various handouts, toothbrush, change of clothes, lucky...

At three I'm off and am lucky enough to find a taxi within a minute of two leaving the office. The taxi driver is a friendly Londoner who claims that he has never been further north than Watford but who tells me how much he would like to see York. He's heard a lot about it. He can't believe that the journey takes only two hours. I find it hard to believe, too. I can remember when it took five hours to get to Leeds.

Arrive in York with just enough time to dash across to the new York Centre and into a time capsule which glides me among the huts of a ninth century Viking village, complete with smells of roasting venison and genuine Viking-speak. Although the models don't bear too close an examination, the overall effect is very impressive.

Off-season York is beautiful. I wander back along the narrow streets to the minster, but find to my disappointment that it is closed. I am spending the night in the Royal York Hotel, which is, rather grand and gracious, and empty of visitors.

TUESDAY

Breakfast in the Rose Room. I am given a table by the window and look out on to a crisp, beautiful winter's day, with the sun shining on the city walls directly in front of me and on the square towers of the minster to my left. I check my things yet again and then find a bus to take me to the university. The campus in winter is even more attractive than it is in summer, with ice on the ponds and flocks of Canada geese.

The seminar is being organized for newly-appointed departmental training officers, and I have been asked to describe the training put on at the University of London for clerical, secretarial and technical staff. Differences of day mean that the work I do is very different to that of the departmental training officers, but I try to emphasize those areas which are common to both. On the whole, the day seems to be successful, and I return to London on the Inter-City 125 with a feeling of achievement. It has made me realize, however, how much of my time I spent on communication - and maintaining links with over 50 plus schools and institutions scattered about London, Kent and Surrey.

WEDNESDAY

I have a good day today, preparing slides and reports for the price...

yearly committee meetings which are taking place over the next few weeks. First, however, I must organize some more work for Jane to do. Friday was the closing date for applications for a public speaking course we are running next week. There are far more applicants than can be accepted, so I ask her to break them down by school and then telephone school training officers to find out which have priority. Then it's a question of sending duplicated letters to training officers and applicants, telling them whether or not they've got a place. I anticipate that this job will take most of the day and settle down to my agendas. I get on quite well, despite interruptions, until four o'clock, when Jane tells me that she has finished her work. I begin to think that having temporary clerical help means more, not less work. The office doesn't generate a great deal of routine paper work. Most activities tend to be "one-offs" - or so it now seems to me.

THURSDAY

Tomorrow a colleague and I are running an assertiveness skills workshop for the first time. I telephone the hall of residence where it is to be held and confirm numbers, times for coffee, lunch and tea, audio-visual equipment etc. All seems to be well. A domestic bursar from one of our schools telephones to ask what training we can provide for cleaning staff. He says he's particularly concerned about safety matters, such as the importance of not mixing acids and alkalis. The health and safety courses already provided by the university are too general. I promise to look into it to see whether anything can be done.

At about 4.30 I put my committee papers away and concentrate on the assertiveness course. My colleague is leading the course, but I am doing a session on body language and shall also help to supervise the groups doing the role-play exercises.

I leave Jane with a job which I hope will occupy her all tomorrow, filing and listing numerous catalogues of courses, books, films and training packages which have been piling up over the last few months.

FRIDAY

The participants huddle unassertively outside the seminar room until we ask them to come in. They are all women. There were only two applications from men and we decided that they were too heavily outnumbered by women. There are arguments for and against single sex groups, but I think on the whole we are glad that the first time we run this course it should be for an all-female group.

The course seems to be going quite well. One of two participants are having difficulty seeing the screen and I think that perhaps the group is too large. On the whole, the participants are livelier and more articulate than I expected. One or two are finding difficulty in joining in and we try to draw them out and encourage them to express their feelings.

We have planned a little drama in which I try to illustrate different modes of behaviour by telling my colleague that I object to her smoking. It's easy to act aggressively, but I find it hard to demonstrate unassertive behaviour, because by its very nature it's something you don't notice. I exaggerate the non-verbal signals: slouched posture, anxious look to mouth, etc. and I think the audience sees the point.

By the afternoon everyone is much more relaxed and willing to break up into small groups to do some role playing. Some of them, however, find it easier to discuss their problems (most of which seem to be concerned with relationships up and down the work hierarchy - that is dealing with superiors and subordinates) than to practise assertiveness techniques. My colleague and I go from group to group, trying to ease them along the right line.

The course ends at 4.45. I go back to the office to organize some work for next week's temp. Jane, who by now has grasped the work quite well, is off to Leeds.

Judith Taylor

The station is a vibrant training...

Labour retains NUS control

by David Jobbins

A right-wing Conservative challenge to the smooth running of a National Union of Students conference melted away this week as Labour president, Mr Phil Woolas was elected to a second term.

His victory, by a 333-vote margin over his nearest rival, from the Socialist Workers Student Organization, was more decisive than last year and means that NUS will have had four consecutive years of Labour leadership.

But the National Organization of Labour Students suffered a severe setback when their candidate for education vice president Mr Lesley Smith was defeated by Mr Andy Whyte, a Labour Party member standing on the Left Alliance ticket, by 22 votes. It is the first time that Labour has lost a key election since they swept to power in 1982.

Anti-NUS right-wingers from the Federation of Conservative Students had threatened to swamp the electoral process with 10 candidates standing for each of the five full time posts. But only three eventually took part in the presidential elections amid suggestions of pressure from leading figures in the parent party and an ideological split in the FCS leadership.

Describing themselves as "blue Trots", their hustings speeches began provocatively but the extreme left refused to rise to the bait.

The FCS candidates could only amass seven votes between them while the moderate Conservative Student Unionists candidate, Mr Chris Davies carried fourth with 57 votes. There is evidence that the support for moderate Conservatives may have been undermined by an anti-FCS backlash.

Mr John Murray, the Liberal treasurer, and Mr Jim Doran, the Labour national secretary, were both re-elected for a second term.



Phil Woolas: president for a second term

Move against NF lecturer

Student leaders in North Yorkshire are to press for action against a college lecturer who has been a leading National Front activist, following the disclosure that the president of the union at his college is also a member of the right wing organization.

They want Mr Andrew Brons, formerly chairman of the National Front, either to resign from the party or to leave his job at Harrogate College of Further Education.

Although Mr Brons has insisted that he leaves his political allegiances at the college gates they believe his presence has contributed to an atmosphere in which other National Front students could be elected.

It emerged this week that Ms Jayne Thistlewhite, also known as J. J. Bufford, president of the Harrogate

union since the beginning of the academic year, is a National Front member.

She has made no secret of this in college, but it became known widely only when she defended in Patrick Harrington, the National Front activist at the Polytechnic of North London, at a North Yorkshire National Union of Students meeting last week.

At an emergency meeting the North Yorkshire area later declared a "platform for racism" policy effective barring the National Front and other students at Harrogate to hold elections for delegates to the area.

Ms Thistlewhite, who joined the National Front four years ago, had denied she was influenced by Mr Brons, who lectures in politics and law.

Government gives green light for new AS levels

by Patricia Santinelli

The Government has decided to go ahead with the introduction of Advanced Supplementary (AS) levels designed to broaden the sixth-form curriculum, but the first exams will take place in 1989, a year later than planned.

The announcement was made this week in the White Paper *Better Schools* which sets out new Government policies on education of children for the 21st century.

The paper says that the extra year will allow the General Certificate of Education boards, the Secondary Examinations Councils and higher education more time for the preparation of the AS level syllabuses - worth roughly half an A level - and consultation on them. It will also separate by one year the introduction of AS levels from the General Certificate of Secondary Education.

In the Government's view the syllabuses should be intellectually demanding and coherent; they should be designed to require about two and a half hours teaching a week over two years and require half the study time of a level; they should be related where possible to a suitable A level syllabus, and their grading should be closely linked to A levels.

The introduction of AS levels follows a wide consultation process which indicated strong support among the universities. The response from colleges and schools was divided mainly because of the extra pressures on A

level students and cost problems. The White Paper expects most schools to be able to cope with AS levels. Those with smaller sixth forms would do well if they managed to offer only a few courses, it says.

AS levels will not be compulsory and the minimum requirement for entry to degree courses will continue to include two A levels with no general preference as to subjects.

Initially AS level exams will be introduced in maths, design, and technology, English and modern languages, and general studies, but the Government hopes to expand the list.

The White Paper also confirms Sir Keith Joseph, the Secretary of State for Education's announcement last week that he intends to introduce legislation to extend his powers to grant aid in-service training.

One part would continue the existing in-service training grants for national priority areas of training and to cover both provision and release costs for training planned to meet locally assessed priorities.

Each local authority would be required to submit information about in-service training plans. Responsibility for planning and implementation would continue to rest with the local authority.

Dr David Ingram, vice-chancellor of the University of Kent and chairman of the Standing Conference on University Entrances welcomed the announcement. He said this followed the support given by universities to broaden sixth-form studies.

Science pecking order unchanged

by Jon Turney
Science Correspondent

Britain's most productive scientists are in Cambridge - at least in ocean currents research and protein crystallography. This finding in a study just published by the Science Policy Research Unit at Sussex University suggests new techniques of citation analysis may reinforce the conventional wisdom about the pecking order in UK science.

The report, based on a study for the Advisory Board for the Research Councils, gives researchers a foretaste of the assessments they will have to face if output measures come to be used more widely in science policy-making.

In the fields studied there had been news for the Natural Environment Research Council's Institute of Oceanographic Sciences, which appears to make less impact on ocean currents work than university groups. And while Oxford University's effort in protein crystallography - run by the chairman of the ABRC, Sir David Phillips - is identified as the second outstanding British group, it is some way behind Cambridge in influence.

The study, by Drs Ben Martin, John Irvine and David Crouch, was commissioned to test the use of "science indicators" as an aid for policy-makers. The bulk of the work looks at the UK's national performance in the chosen fields - the group decided independently to extend the analysis to different countries and different funding agencies in comparable form.

Science Indicators for Research Policy, SPRU Occasional Papers Series, No 23. University of Sussex.

Tory MP slams 'contrived consensus' machinery

by Peter Aspin

The machinery of Government guidance to universities via the University Grants Committee and the Committee of Vice Chancellors and Principals is an unsatisfactory one, producing a "contrived consensus" of views, according to the Conservative party's liaison spokesman for higher education, Mr Robert Rhodes James.

He said in a speech at Bristol University that central government was right to have views, and to direct resources in directions which it believes to be in the national interest, but its role "must be that of guide and friend, not of administrator or teacher."

In the context, I am doubtful whether the machinery of guidance through the UGC and CVCP is very satisfactory, not least because Government is numerically and in other respects outnumbered, and also because the interests and concerns of institutions of higher education vary so considerably that a "collective view" has a tendency to become a contrived consensus," he said.

Mr Rhodes James, MP for Cambridge, said Government had the right to give positive incentive to science and technology by its investment and expenditure policies - but there was a need for universities to have balance.

"Universities must not be regarded as institutions to produce technicians. For one thing, there is no guarantee that a person studying engineering will go into engineering, a chemist into chemistry, or alternatively, that a classicist will not become a doctor or a scientist - both have happened."

"A great university or a great department is one in which the love of learning for its own sake is venerated in an increasingly Philistine and materialistic age. What George Orwell described as the British 'contempt for cleverness' is now carried into life in politics and business, in which the adjective 'intellectual' is normally one of abuse and denigration."

Mr Rhodes James, particularly defended the study of history in universities, which he said was a subject of intellectual rigour and artistry. "A Nation that neglects its history is doomed. One that endeavours to rewrite it is doubly doomed," he said.

When Peter Knight's appointment as director of Birmingham Polytechnic was announced this week, a colleague told him that certain staff were already jumping off high buildings.

"What a shame," Knight is reported to have said. "They might at least have waited till I got there."

At 37 Dr Knight will be the youngest polytechnic director by eight years, and undoubtedly the infant terrible of the Committee of Directors of the Polytechnics from the moment he joins them for their annual conference next week.

He was born and educated in Birmingham, going on to take a first in physics at York University, lecture at Lancashire Polytechnic, and become deputy director at Lancashire Poly, his last post, for a few months.

Dr Knight was one of Nathe's two representatives on the NAB, where he is credited with inventing the method

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Marathon man: Dr Peter Clarke, principal of Robert Gordon's Institute of Technology, wearing 1029, breasts the tape at the Aberdeen marathon. Dr Clarke, who took up marathon running only three years ago, is to run in the London marathon for the first time in May, the month he also retires from Robert Gordon's.

PNL blocks blacks only access plan

The director of education for Brent has called for a report on the Polytechnic of North London's refusal to agree to proposals for an access course designed solely for black students.

Plans for the course were drawn up by staff at Kilburn Polytechnic and discussed with senior administrators and academics at PNL last summer. Under the plan, drawn up by Mr John Fernandes, the lecturer at the centre of the Hendon police cadet school row, Brent blacks would attend a one year course at Kilburn before studying on degree level course at PNL.

But the plan ran into trouble with PNL academics and a review committee established by its course approvals committee expressed "serious" reservations. Among these was its view that the course should not be designated "black only" because recruits would not be adequately prepared for PNL's "racially mixed" environment.

While it recognized that an access course run by Kilburn Polytechnic would recruit heavily from a black communities in Brent, the polytechnic felt that the possible presence of white students would create less of a ghetto atmosphere.

Instead it suggested that the course should be open to students from an "educationally disadvantaged backgrounds". But talks with Brent officials held to explore this possibility proved abortive.

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OU students harden plan of defence

Open University students plan to launch a vigorous campaign to defend the university when they meet for their annual conference in York this weekend.

An emergency motion tabled by the national executive committee of the Open University Students' Association calls on the Government to restore funding to the university "to a level that will enable it to maintain its outstanding service to the United Kingdom".

The students' association will harden its existing campaign and plans to gather a petition of its 70,000 members to highlight the university's predicament.

The OUSA conference will welcome the findings of the OU visiting committee report which reaffirmed the prestige and significance of the university as a national and international success.

Ms Iris Price, the OUSA president, said the university was already being affected by the grant cuts although the worst was expected next year. "Staff contracts which are at an end and not being filled and some courses, particularly the inter-faculty U-courses, are now very vulnerable," she said.

"We are concerned about the transfer of costs on to students and plan to resist strongly any moves to make home computers and videos essential to courses because students cannot afford this equipment in addition to their fees."

The OUSA has already thwarted plans to introduce a home micro-computer into an introduction to German course although similar is planned for a French language course.

"We are worried now that decisions being made by the university are being financed and not education-led," added Ms Price. She cited the independent learner portfolio into which it is feared will turn the OU into a correspondence college without proper tutor and counselling support.

For interested viewers, there now exists a video of certain Newcastle first, in full academic dress, giving the first three minutes, the middle three minutes and the last three minutes of one lecture.

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ANTI-THESIS

Cashing in on the name

Could anyone confuse Professor John Ashworth, Salford University's all-singing all-dancing vice-chancellor, with anyone else? It happens all the time at his own university: there are no fewer than seven Ashworths on the Salford staff.

Misdirected post circulates freely between Ashworths in management services, physics, chemistry, estates and buildings, finance office, the V-C's room and the Salford fundraising campaign. CAMPUS, since not only does someone called Ashworth receive the cheques, but - as the voluble Professor John does - all his fees for lecturing on the Salford miracle to the campaign - the cheques arriving at CAMPUS are signed Ashworth as well.

The seventh draft of the Green Paper was sent to Sir Keith Joseph by his increasingly exasperated civil servants this week. Matters like "if he doesn't approve it soon, the whole idea of a Green Paper may have to be scrapped" are now approaching an audible level.

The latest changes to the now well-worn draft include the careful excision of the adjective "Green" from before every reference to the paper itself. A misleading amendment perhaps, because with each draft the paper takes on a deeper shade of green rather than becoming whiter and therefore more prescriptive.

The word now is that if Sir Keith keeps to the timetable suggested by his officials the Green (sorry - cut that) Paper will be published in early May. If...

W-w-wanted: dead or alive

Neurologists at Harvard Medical School and Baylor College of Medicine, Texas, have placed an appeal in the *American stammerers' magazine, Speech News*. They want to study the brain cells of stammerers and compare them with the brains of non-stammerers.

The appeal calls for tax-deductible donations, help with publicizing the study and for people to fill their brains.

"Contacting us does not commit you to anything," says the appeal reassuringly. Even if you sign the slips we send you, you still have the option of changing your mind. While it is still in one piece, that is.

Sir Keith will be gratified to hear that Newcastle Poly has taken up their assessment. The poly's school of chemical and life sciences last term decided that every lecturer should have one lecture videotaped and assessed. But as the department is a little strapped for cash, it could only afford selected highlights.

For interested viewers, there now exists a video of certain Newcastle first, in full academic dress, giving the first three minutes, the middle three minutes and the last three minutes of one lecture.

One for the scrap book

The travelling circus of deputy polytechnic directors in search of a directorship now endures ordeal by photograph. All four shortlisted candidates - deputies to a man - for the vacant Birmingham poly directorship last week lined up for the camera immediately before their final 15-hour interview.

Birmingham's decision made the mugshots of Lancashire poly deputy Dr Peter Knight went into the envelopes. Those of Messrs Allen, Toyns and Cowell, of Birmingham, NELS and Sunderland, went into the shredder - which seems rather a waste when they could be used for the next application.



Peter Knight: enthusiastic

stolid institution such as Birmingham should appoint him? Perhaps the man who runs half marathons and two miles every morning (a) to wake me up and (b) to allow me to boast about it" should answer that himself. "I'm a little surprised, but only a little - given my overwhelming arrogance."

Plea to end the ethnic access myth

by Patricia Santinelli

A plea for an end to the persistent myth that access courses to higher education are aimed solely at ethnic minorities came last week from Mr Ken Millins who heads the only centre for such studies in this country.

Speaking at the long-awaited Department of Education and Science conference in London on his report, *Access Studies to Higher Education*, Mr Millins, whose centre is based at Roehampton Institute, said that it had never been the intention of the department that such courses should be aimed at ethnic minorities or located only in inner cities.

"The courses were and are intended for anyone who has a need. So I am attacking this myth that access courses are just for black people. I was really stunned by one chief education officer who turned down setting up such studies because he said he had no

ethnic minorities in his locality." Mr Millins said.

Mr Millins pointed to the figures in his report which show that 80 per cent of access courses are in the Inner London Education Authority, that so far 1,800 students have completed such courses, 63 per cent of whom are non-white, 53 per cent are Caribbean and only 3 per cent Asians, that there are three women students to every male and that 70 per cent are in the 25 to 30 age group.

Up to date figures for 1984/85 are not available because the funds have not been made available to gather the necessary data, and so far the DES has not commented on whether any finance will be forthcoming to undertake such research.

Another major issue that surfaced during the conference is whether access studies for science and technology are a possibility. Mr John Hedger, a

DES assistant secretary, said that the department was particularly interested in obtaining an answer to this question. It emerged after general discussion that the most positive way forward would be to examine what elements in current access courses could be transposed for use in such studies. The general consensus was that such courses ought to be possible and it was pointed out that courses in electrical/electronics engineering already existed.

Another concern was the vulnerability of access courses now and in the future and the possibility of their being phased out or marginalized by National Advisory Body policy.

Participants felt that there was need to establish the courses' credibility by countering claims of 'entry to higher education by the back door', and the need to show that access was not a soft but tough option, and that institutions

did impose high academic standards. There was general agreement that a national forum for access studies with regional affiliations should be developed but it was felt that prior to this there should be careful exploration of the sort of machinery required.

Yet another issue was whether access studies should be geared only to degree courses. A Business and Technician Education Council representative said that degree courses were not necessarily relevant. There ought to be something beyond this such as BTEC courses. Moreover part time study which could be paid by employers had much to offer.

But Mr David Croome, assistant director, Polytechnic of North London, said that they had tried to promote such courses among ethnic minority groups in Brent, and these had been rejected because degree courses were favoured.

'Risk to freedom' warning

by Karen Gold

Academic independence is put at risk by the preponderance of state funding in higher education, the Lord Chancellor Lord Hailsham said in the first Edward Boyle memorial lecture.

"Multiplicity of funding sources and, in particular the existence of substantial endowments, is the indispensable foundation of academic or any other independence," he told an audience at the Royal Society of Arts in the lecture commemorating Lord Boyle, former secretary of state for education and science, and vice-chancellor of Leeds University.

"There is no reason why, if academic freedom is truly to be prized, whether public encouragement is forthcoming or not, academic institutions in this country should not seek and obtain capital and income from multiple sources on a far greater scale than they do, and I believe that one result of their doing so would be to improve rather than damage their relations with the state."

Money could come from donations from individuals and corporations, alumni societies, memorial funds, industrial and public research funding, as American universities raised it, said Lord Hailsham. Even so he agreed most funding would continue to come from the state for the foreseeable future "apart from the brave little independent University of Buckingham (which accepts no state funds) and a few new colleges like Robinson and Wolfson with universities".

But state funding had to consider the utility of what it was spent on, said Lord Hailsham in an attack on a speech by Mr Enoch Powell MP saying education should not be measured by whether it was "useful", but was justified for its own sake.

"To say that... education is a good thing... is vacuous," said Lord Hailsham.

"I am left with the clear impression that we have somehow failed the young in the peculiarly difficult field of moral and religious education," he continued. "I cannot read the scene which meets the eye day by day in the newspapers - the hooliganism at football matches, the easy resort to drugs, soft and less soft, and premature use of violence too often for its own sake... without gaining for ourselves a glimpse of wilderness, a moral desert in which nothing is believed and nothing venerated."

"It must be part at least of the function of education to inculcate in the young and to encourage in the adult moral standards compatible with a just and stable society."

Rising sum

Stirling University has been given £60,000 for a three-year lectureship in Japanese studies. It will be used to extend Japanese language teaching in Scotland and to fund research into developing Japanese in schools.

Special report from the Conference of University Administrators Nostalgia won't be the same

by Peter Scott

Last week's meeting of the Conference of University Administrators on a chilly Surrey campus was both a celebration and a valediction - a celebration because this was the 25th meeting of the CUA or its predecessor the Meeting of University Administrators Staff, and a valediction because the university administration will never be quite the same again.

Born with Robbins and coming of age with Jarrett, the CUA's progress mirrors with symbolic exactness the development of British universities. Before the Robbins expansion the administration of universities was a minimal even vestigial affair. The whole operation had more than a whiff of the world of the public school bursar.

Robbins changed all that. University administration was put on a proper professional footing as the academic estate was forced reluctantly to concede that universities were rapidly becoming large, complex bureaucratic institutions. So the MUAS was born and the CUA grew. The gathering of the 1970s - "the party's over" (Anthony Crosland 1975) - and the cuts crisis of 1981 offered further grimy promotion.

Now with Jarrett only days away university administrators stand, nervously certainly and blindly maybe, on the brink of a change at least as great. After 20 years of an accelerating professionalism that has won them increasing but back-room influence, administrators are soon to be forced to

"come out" as managers.

So the Surrey meeting marked the end of an era. Next year things are certain to be different for the CUA. Maybe for that reason during the two days of lectures, discussion, gossip and entertainment there was as much looking back as looking forward. In the post-Jarrett world the very idea of the CUA as an apolitical association embracing both registrars and administrative assistants will come under great strain.

CUA meetings have always been confusing affairs. The Surrey meeting was more confusing than most. At one level its most powerful motif seemed to be a determination to get down to the nuts and bolts of practical administration and to leave high falutin' policy making to others.

Only half a dozen registrars bothered to turn up at Surrey thus confirming the recent trend for the most senior university administrators to distance themselves from the CUA. Many presumably have found more fruitful for dabbling in policy making.

This year's main speaker, Sir Austin Pearce, Surrey's pro-chancellor and chairman of British Aerospace, spoke with magisterial dullness on relations between universities and industry. The place in which he spoke, Guildford's red-brick cathedral, added solemnity rather than sparkle. This seemed to confirm another CUA trend, to regard the plenary policy-directed sessions as the dignified rather than efficient component of the conference.

But both these trends may in fact be

Giving a poor account...

Universities are the most backward institutions in the whole public sector in the use of internal audit, Mr John Eves, chief internal auditor for the Abbey National Building Society and formerly at the Open University, told the conference.

"Twenty-nine universities made no provision at all for internal audit. In all the others the people responsible for internal audit had other financial responsibilities which prevented them taking a properly independent view."

Mr Eves pointed out that local authorities were under a statutory responsibility to undertake internal audit and that the same by ministerial circular. Neither was able to pay lip-service to internal audit and treat it as a soft option for cuts as universities had done.

"You are out of step with current good practice. If you don't put your house in order, you will be directed to do so from outside," he warned.

He emphasized that the purpose of internal audit was not to catch people with their hands in the till, but to check that systems of control were effective. In some cases this might lead to a reduction in rather than a tightening of controls.

The ethical tricks of the administrative trade

by Peter Aspdin

Careful consideration of the differences between the Kantian categorical imperative and 19th-century utilitarianism can help university administrators make decisions in their day-to-day work, it was claimed.

The tension between the two conflicting streams of ethical thought was one which constantly cropped up in routine administrative work, as differing concepts of justice as fairness, mutually exclusive loyalties and various rights and duties.

The claims were made at a special session on "Ethical Aspects of University Administration", one of the liveliest working groups at this year's CUA meeting. University officers were asked to look at hypothetical problems which might occur at work, and examine the moral implications of their decisions.

In one of the cases, for example, the officer is asked what course of action to take on finding that a superior is deliberately withholding information contained in a University Grants Committee letter from the university's planning committee. In another, the officer is asked whether he or she

misleading. The absence of registrars is probably less significant than it seems. For the Jarrett revolution will predominantly rely on the ranks just below them, the future registrars of the later 1980s and 1990s - and these are still well represented in the CUA.

Nor perhaps should too much be read into the dignified and status-conscious but self-effacing and deferential mask that is on prominent display at CUA annual meetings. On the evidence of Surrey the CUA fulfils two crucial functions that will become even more important after Jarrett, the in-service consciousness raising of rank-and-file administrators and the reinforcing of the administrative expertise on which any managerial revolution in the universities will depend far more than higher-level political posturing.

One final, sour but not completely serious, comment. The press, in practice *The Times*, was excluded from the final plenary session when Mr Clive Saville of the Department of Education and Science, Mrs Lizzie Toms of the Treasury, and Mr Norman Hardyman of the University Grants Committee, spoke. Who else but the CUA - for surely the request cannot have come from any of the three speakers - could imagine in these days of Bernard Ingham, Sarah Tisdall and Clive Ponting that a meeting of almost 500 people could be off-the-record? Such a belief is a tribute to the sense of propriety among university administrators, but also a comment on their... but it is best to be charitable. In any case, read on.



Mr Hardyman: "Selectivity difficult"

More cuts 'may be necessary'

Further cuts in higher education will be made if universities fail to prove to the Government that they are spending wisely, Treasury principal Mrs Lizzie Toms told the conference.

Their only chance of survival was to demonstrate that taxpayers' money was being well spent. Signalling that further contraction could be on the way she said: "This Government believes that if demand exceeds supply demand should be cut back."

The conference also heard that a decision on selectivity would soon be announced by the University Grants Committee. Mr Norman Hardyman, secretary of the UGC, said that selectivity had been one of the most difficult things they had tackled.

"In the old days the UGC would have gone away and discussed the problems in private," he said. "There would have been no leaks to *The Times*. The committee would have then announced their decision and the universities would have had to put up with the cuts. Nowadays there are working parties with the universities involved. This is a model of co-operation."

Mr Hardyman criticized a number of universities that had refused to co-operate with the committee. "One in particular has shown no intention of inviting the UGC to talk about its problems," he said.

The conference also heard from Mr Clive Saville, assistant secretary at the Department of Education and Science. He quoted favourably from a 1948 UGC discussion paper which called for central government control of higher education in the public interest.

He said such a call would find favour with Sir Keith Joseph, the Secretary of State for Education. Mr Saville contrasted the relative openness of public sector higher education with the closed world of the universities. The DES had no right of access to UGC decision-making, and little say in many matters.

In questions afterwards he said any plans to close down institutions would be made by the Government.

Engineer updating stressed

Universities and polytechnics must make more effort to produce the short courses engineers needed for updating, and firms must be prepared to pay their full cost, says the Engineering Council.

The council issued a new discussion document this week as part of its development of plans for continuing education and training for engineers. The paper asks if the Government should offer seed funds to help develop short courses for industry.

Dr John Illston, director of Hatfield Polytechnic and chairman of the committee for continuing education in institutions must be prepared to market the services they can provide. "In return, we recognize they may have to charge full costs to give industry what it wants," he said.

The council welcomes recent proposals on continuing education by the University Grants Committee and the National Advisory Body, and is seeking views from firms and individual engineers on how to improve in-service training and updating. The council has commissioned a study of 30 firms to give an in-depth view of current arrangements, and is

looking at the study of management design and manufacturing. It has also set up a working party to look at how short courses can help women after a career break - part of its follow up to last year's WISE campaign to encourage more women into science and engineering.

Dr Illston cited the recent survey by the Institute of Manpower Studies for the National Economic Development Council, showing Britain devotes much less effort to continuing education and training than Germany, the United States and Japan.

The Engineering Council is currently anxious to demonstrate its effectiveness to potential corporate subscribers as its pump-priming funds from the Government end this spring. The council's senior staff point to last week's Government announcement of £43 million extra for engineering education at undergraduate level as a move influenced by earlier council policy recommendations.

Continuing Education and Training, discussion document, The Engineering Council, 10 Maltrevers St, London WC2.



Why three into two won't go

The Green Paper on higher education is delayed until the summer. It was intended to provide a planning framework for the work of the National Advisory Body and the University Grants Committee. Both bodies last September sent their reasoned advice to the Secretary of State on higher education. In the absence of the Green Paper we have Government decisions coming in dribs and drabs, in the form of letters to the NAB and the UGC which thereby elude the scrutiny of Parliament and the general public and yet preempt many of the crucial issues.

The Secretary of State has set out a separate planning and resources framework for the next few years dealing with student numbers and government expenditure plans. The student numbers are based on the lowest projection set out in *Report on Education 100* which both the NAB and the UGC have already rejected as unrealistic.

The Secretary of State is shortly expected to announce his decisions on teacher education places to be provided up to 1989. The Advisory Committee for the Supply and Education of Teachers has called for a major increase in primary training places which the National Association of Teachers in Further and Higher Education has endorsed. Where we part company with Sir Keith is the absence of any commitment to additional resources to fund increased places. At the moment apparently Sir Keith intends to find the money from present resources.

The NAB is now faced with a quite impossible planning task. It has set out reasoned arguments why the numbers of students seeking access to higher education will not diminish but will, if anything, increase.

The Government is also demanding increased places in engineering and technology. It is prepared to find £43 million to fund increased places in universities but nothing for the public sector. Therefore, reductions in places will have to be made in those courses not "favoured" by the Government, broadly the humanities, social studies and fine art programmes; these are, of course, programmes much favoured by students but that is not apparently relevant! In order to effect these reductions over the planning time scale cuts of almost 20 per cent in some first year intakes will be needed in 1987.

If on top of this the considered advice of the NAB and the UGC turns out to be correct and the numbers wanting to enter the system increase, then the chaos that will ensue is almost unimaginable. On present planning assumptions the public sector seems likely to turn away some 9,000 students from public sector higher education in 1987. We predict the strains inherent in the system will rapidly create a crisis for the Government. It seems to this association of the utmost importance that all the interests represented on the NAB may publicly and clearly at the outset the consequences of planning within this kind of framework.

It was Sir Keith's emphatic view, expressed in the parliamentary debate on higher education last October, that no qualified student seeking a place in higher education was being denied access. Unless he and the Government change course we will shortly see 9,000 denied higher education in the public sector.

Jean Bocock

The author is assistant secretary for higher education of the National Association of Teachers in Further and Higher Education.

Advice is screened nationwide

by Felicity Jones

Granada Television has set up experimental education advice centres for adults in four major cities, with the financial backing of the Manpower Services Commission.

The centres in Coventry, Reading, King's Lynn and Motherwell were established, with local experts as advisors, for a new series of "Jobwatch" to be screened from June 16.

A MORI poll has been commissioned for the series to gauge attitudes to training and education. Some 350 people in each location were asked if they would like to receive counselling.

The cameras then followed them to visits and interviews at colleges and polytechnics. Mr Brian Morris, the producer, said: "This was an experiment to see what happened with this facility and to look at training opportunities through the eyes of a person looking for training."

Four prospective students from each town are phoned to find out how much success they have had in finding what they want to study. "We were delighted with the response in Motherwell where people have just been walking in off the street and we advised them," added Mr Morris.

Mr David Moore, principal of Nelson and Colne College of Further Education, who is one of the programme's advisors said: "The clear message we have discovered is that the MSC and education service should be working more closely together to cut through the bureaucracy and provide the education and training people need."

Mr Moore hoped that by early summer the programme would be being networked nationally twice a week with a comprehensive free booklet telling people how to set about finding the courses they want.

It is hoped the MSC will publish the results of the MORI poll on attitudes to education among adults.

Cuts 'have fallen on worst off'

Government cuts in higher education have fallen most heavily on those least able to bear them, a Careers Research and Advisory Centre conference was told last week.

Professor Maurice Kogan, of Brunel University, said that the gap between rich and poor institutions had widened since the Government axe fell in 1981. "By and large the least well off have been most affected," he said.

Professor Kogan was speaking at a CRAC conference in Nottingham on the implications for admissions of current trends in higher education.

Professor Kogan said that higher education was now so highly directed by the Department of Education and Science that individual institutions had no room for manoeuvre. "This is deeply depressing for those working in the system, and means the choice for students is restricted," he said.

He added that bright school-leavers were choosing a job on the basis of good A levels, rather than risk the uncertainty of higher education. "For those concerned with entry to higher education, therefore, the future is very uncertain," he said.

This view was shared by Dr Geoffrey Copland, of Goldsmiths' College, London. He said: "Life has got much harder. With all the adverse publicity about graduate unemployment people wonder whether it is worth living on an inadequate grant when there is no guarantee of a job at the end of it."

Natthe changes will preempt union law

College lecturers have spurred a hard left move to put off changes in their union rule book until they are forced to comply with the Government's trade union legislation.

Instead the National Association of Teachers in Further and Higher Education is to draw up proposals for changes in the way it elects its main decision-making body in an attempt to avoid conflict with the law.



Double act: The academic choir of the Technical University of Lodz in Poland visited Glasgow at the invitation of Strathclyde University Chorus, who spent a week in Poland last spring. Participants included Irene Pretinak (left) of Lodz and Mary Whyte of Strathclyde.

The union has been advised that its principal executive is its 120 member national council - not its national executive. Lawyers say that the present way of electing the national council cannot be defended under parts of the 1984 Trade Union Act which comes into effect this autumn. Hard left elements argued at a special council last weekend that changes should be made voluntarily.

But the majority was convinced that the union should try to maintain control over its internal affairs and not run the risk of judicial interference.

Union leaders believe that members with close links with right wing organizations are ready and waiting for the opportunity to bring court action.

Proposals for the changes are now to be brought before the union's July council.

PARTY LINE Drawing up the lines of battle

Teachers are poorly paid, but Joe Public will always point to the long holidays and curse the damage threatened to little Willie's prospects by classroom disruption and examination boycotts.

Without more money from the Government, local education authorities simply cannot afford to pay teachers more money than they have offered. And the one thing that is absolutely certain is that the Government is not prepared to set a precedent in public sector wage policy.

But if teachers feel unappreciated - and they are - strike action is doubly foolish. They will not gain extra cash and they only confirm

their low reputation in the eyes of the public and, it now seems, of the children.

So why should the teachers take such a confrontationalist line? Far be it from me to believe in conspiracy theories (I actually believe that Michael Heseltine was wearing a combat jacket at Milecross because it was raining). But I really do wonder whether the teachers' dispute has anything to do with the fact that on the one hand the job of general secretary of the NUT is coming up and that the union's executive has in recent times moved decidedly to the left. If, I ask myself, Mr McAvoy, the present deputy leader of the NUT and a

rather surprising hawk, having to prove his virility as a trade union leader?

We rather expected the union to use talks on the restructuring of working conditions to exert leverage for a decent pay deal. This certainly looked like the strategy of the National Association of Schoolmasters Initially. But once the National Union of Teachers pulled out of these talks in December and promptly opted for strike action, the NAS has been in the business of competing. Of course, the illogicality of the union's behaviour has not gone unremarked. You called a strike last year because no arbitration was offered; you call a strike this

year because arbitration is offered and you do not think you can win it. Well, sadly for the children and their parents they should face the fact that teachers should face the fact that their profession, when there are discernible crises pay settlements reflect them, via the Houghton and Clegg Awards of the 1970s. In between, they get caught by the determination of all governments to control public sector pay.

Hence the importance of recognizing the one valuable argument they currently have, namely the need to hold in the profession the good teacher and the best qualified men and women who can currently earn more outside. That is the case for the unions agreeing to restructuring proposals.

Keith Hampson

The author is Conservative MP for Leeds North West.



These students at St David's University College, Lampeter, are taking part in Graduate Enterprise in Wales, a new scheme to help people start their own business ventures. It is sponsored by the Manpower Services Commission, Mid-Wales Development and the Welsh Development Agency. The scheme runs a mixture of formal training and less formal counselling sessions to help students develop sound business plans.

overseas news

Foreign lecturers face dismissal

from David Dickson

PARIS The French ministry of national education has announced proposals under which a large number of foreigners currently teaching in French universities are likely to lose their jobs. The special status of "associated" university teachers that allows them to be employed on renewable one-year contracts could be eliminated.

Under protest from several of the university staff unions, the government has agreed to soften some of the harsher aspects of an earlier draft of its proposals. Where it had previously been suggesting that all such one-year contracts be terminated at the end of the current academic year, for example, it has now decided that this will be put off until October next year.

The minister of state for universities, M. Roger Gerard Schwartzberg, has made it clear that he intends to proceed with his overall goal of integrating "associated" teachers -

who exist at all levels of the academic hierarchy - into the conventional teaching structure.

The category of "associated" teacher was introduced several years ago to allow universities to recruit outsiders to staff the new courses for whom no suitably qualified lecturers existed internally. These courses tended to be in areas such as film studies, town planning and modern languages.

An estimated 800 such teachers are currently employed, occupying responsibilities from those of assistant lecturers to full professors. Many have come from various professional circles inside France. However, the vast majority - some estimates are as high as three quarters - are foreigners for whom the special category has provided a means of finding teaching posts in universities without having to go through the conventional public examinations required of French academics.

"Associated" teaching positions

have in particular made it possible for universities to offer employment to political refugees, often with high academic qualifications in their own countries. In other cases, they have made it possible for foreign students to stay attached to universities after the end of their undergraduate studies.

The special status enjoyed by such individuals, however, has been the source of some concern among other sectors of the university staff, and it is this situation which the government is now setting out to regularize. For example, all those who were recruited before 1978 will in principle now be offered full-time teaching positions, subject to a check of their academic competence.

In contrast, those recruited after 1978 - the current estimate is that about 300 individuals will be affected - will be required to reapply for their positions through public exams that will be open to French as well as foreign applicants.

The fact that many of these well-fitted in their reapplication proposals two weeks ago by leading trade unions representing university staff, coordinated by the Association of Associated Teachers of Higher Education.

A joint statement issued by the organizations condemned the proposals as "xenophobic".

In the light of these protests, an official in the ministry announced last week that the government was "re-examining" its original plan, and that at least 100 of the teaching positions which applicants will have to reapply for will be awarded to those who have been "associated" teachers since 1978.

Furthermore, special measures will be taken to guarantee the "professional activity and livelihood" of those who have been accepted as political refugees by the French government.

Private medical university stirs new controversy

from Barbara Von Ow

MUNICH

A project for a second private medical university in West Germany has stirred up a major controversy that may threaten its chances of approval by the authorities. The project for a 120-place International University in the Bavarian city of Ingolstadt, north of Munich, was submitted by the Society for the Promotion of Science and Education in late 1983.

The Bavarian culture ministry is expected to announce its verdict on the project within the next weeks. However, the scheme is now being sharply attacked from both academic and political quarters.

In a letter to regional premier Herr Franz-Josef Strauss, the Bavarian culture ministry conference, pointing to alleged financial problems and the growing gap of doctors in West Germany, warned that the scheme was "doomed to failure". The university would become redundant when, due to a dramatic fall in Germany's birth rate, restrictions at state universities would be lifted, the rectors said.

The Social Democratic opposition party had attacked the scheme as "unethical", pointing to the planned student fees of some DM20,000 annually. The health insurance companies are also out against the project.

claiming that it would require additional funds of some DM52 million while producing doctors that the country did not need.

Last October the culture ministry had given a highly critical assessment of the scheme, attacking a long list of flaws, including the lack of an outpatient department and a scientific library.

The organizers have rejected the charges as "schizophrenic" and have processed several hundred applications in an official anticipation of an official go-ahead for the next winter term. Dieter Thelen, director of the Society for Science Education, insists that there is a need for a private medical university.

With state medical courses having been extended to a total of eight years, the six-year course offered at Ingolstadt had a distinct advantage, he said, while the small student numbers would ensure much more efficient tuition. "The charge of social injustice," he said, "is at least 10 students would be offered scholarships out of the DM14 million annual budget."

Meanwhile, another private enterprise has quietly established itself in northern Germany. At 10 months postgraduate course in international economic relations taught in English, financed initially by industry, started at the World Institute for World Economics in Kiel last autumn.

Sweden's brain drain

from Donald Fields

HELSINKI

Reactions of Swedish university of technology are lobbying the Social Democratic government with a view to launching the alarming outflow of researchers from the academic to the business sector.

As an initial measure, they are proposing that university researchers be given a supplementary 1,000 kronor (€98) a month tax free, with the chance to conduct their own extra-curricular business.

At present, typical gross monthly salaries for researchers are 8,000 to 10,000 kronor (€784 to €980) at universities, and 30,000 to 40,000 kronor (€2,940 to €3,920) in private industry. Scientists attracted by companies also enjoy far more foreign travel and

fringe benefits than centres of higher learning can afford.

Even allowing for Sweden's swing in income tax margins, the punch packed by business and industry in recruiting the most talented scientists is plain for all to see. By offering follow-up instruction companies are poised to skim off the cream of university students even before completion of degree courses.

In an attempt to alleviate the distortion, Mr. Ingvar Carlsson, deputy prime minister with special responsibility for the 2½ per cent of Gross Domestic Product that Sweden pumps into research and development, has urged that qualified researchers employed by private business should be directed to do some of teaching and research at universities.

University funds being diverted

from Christine Tausig

OTTAWA

Federal funds given to the provinces to pay for Canada's colleges and universities should have strings attached, says a long-awaited report on financing post-secondary education.

Provinces that divert money away from universities and colleges into their own coffers must be penalized, says the report written by Ald Johnson, a former president of the Canadian Broadcasting Corporation, who now teaches political science at the University of Toronto.

more than \$4 billion from the federal government in cash and tax transfers under the established Programmes Financing arrangements. Although the funds are intended to support post-secondary education, they are not regulated to pass the funds on to their universities and colleges.

Six provinces - Newfoundland, Ontario, Manitoba, Saskatchewan, Alberta and British Columbia - are diverting these funds to other uses, according to Mr. Johnson's report. They could end up paying for new roads or government buildings, for example.

In order to harmonize federal and provincial post-secondary efforts, Mr. Johnson recommends that beginning in April 1986, the federal government should increase funds to the provinces at the same rate as the growth of the Gross National Product. If provinces devote a lower priority to post-secondary education by diverting funds, they will receive less from the federal government.

Mr. Johnson says his proposals would provide the necessary incentive to convince provinces to adequately fund their colleges and universities. "The report also stresses the importance of 'substantially accelerated' research funding."

Malaysia cracks down on miscreants

by Geoffrey Parkins



Liverpool lad is president

At the age of 53, Liverpool-born Francis C. Oakley has become the first foreigner to be made president of the prestigious Williams College, Massachusetts, in its 192-year history.

Professor Oakley has worked at Williams College since 1961, when he joined the staff as a lecturer in history after gaining his PhD at Yale. He had previously studied for his BA and MA degrees at Corpus Christi College, Oxford.

The son of Irish immigrant parents, neither of whom was educated beyond primary school, Oakley grew up in Liverpool where he gained a scholarship to the St Francis Xavier College at the age of nine. His specialty is medieval European history, on which he has written three books and contributed to 13 others.

He will take up the presidency of Williams - a liberal arts college with a national reputation for excellence in the United States - in July, becoming only the thirteenth holder of the post. The job was widely advertised and attracted 250 candidates.

A colleague said this week that he was surprised and excited that Oakley, currently professor of the history of ideas, had been chosen. "He's the Daniel Day-Lewis of his place," he said. "Full of Irish wit and drive. But we've never had a foreigner as president before."

Professor Oakley is married to an American. They have four children.

Announcing the moves at the Bagan Nagar, (senior) in Kuala Lumpur, deputy education minister Dato Hajji Ullis said that due to what the government considered serious breaches of discipline, and to discourage similar behaviour in the future, it had felt it necessary to withdraw scholarships. Seventy-two of the students had neglected their studies and thus failed to complete their courses, the required standard, while the remaining 10 had married without obtaining the government permission.

Mr. Bujang was assured that most of the study awards had been withdrawn for anti-government activity. He hooded student demonstration disrupted prime minister Dato Dr Mahatir Mohamad's recent visit to Australia had turned out to be an Australian left-wing student action and not Malaysians after all.

The government also announced tightening up of the procedures and responsibilities of its Malaysian students' departments overseas. It will also scrutinize the role and running of the overseas branches of the Malaysian Students' Union. Both have come under recent criticism.

Datuk Khalil Yacob, minister of the prime minister's department, was very unhappy on his return from visiting the troubled United Kingdom and Eire council of the Malaysian Students' Union, and the Malaysian Students' Department in London last month. The students' union, said Mr. Khalil, was plagued with problems and large numbers of students were dissatisfied with services provided by the Malaysian Students' Department and a lack of understanding of which should be responsible for the handling of different student groups.

The student union's leader in London, Enock Abdullah, admitted there were problems at the London branch but claimed most of these had been caused by poor communications between the temporary closure of Malaysian embassies for renovation.

Also under consideration by the Malaysian government is the introduction of a mandatory minimum age of 18 and an intensification of pre-orientation courses for students going overseas. This it hopes will reduce the probability of students making "rash" decisions like disorienting their studies or getting married.

Medical schools hit by loans move

from William Norris

WASHINGTON

More than 20 medical schools in the United States have been suspended from the student loan programme which has helped thousands of women, blacks and Hispanics, to gain medical qualifications over the past two decades.

The move is the latest in a series of actions by the Reagan administration to step up the collection of outstanding federal loans. The schools, which are predominantly black or urban areas, were warned last year that they must reduce their delinquency rate to 5 per cent, or at least cut it in half, or face the consequences. Many were unable to.

When the health professions' Student Loan Programme was launched in 1963, the object was to increase the number of women and members of minority races in the health professions, with little concern about when the loans would be repaid. All that has changed. Now the government's most pressing concern is the federal deficit, and attention has turned to collecting old debts.

Among the worst hit universities are Howard, in Washington DC, and the State University of New York at

Buffalo, both of which have had their medical, dental and pharmacy schools suspended from the programme. At Howard University, which was established in 1867 "to give the American negro a chance of higher education", 40 per cent of medical students who had received the loans were delinquent at the end of last year, 33 per cent of dental students and 55 per cent of pharmacy students.

The American Association of Medical Colleges has denounced the 5 per cent requirement as being too strict, impossible to meet in a short time, and unfairly weighted against urban schools with large numbers of minority students. There is also concern about what will happen to students already in the pipeline at the suspended schools.

"What are we to do with a student who is in his second or third year?" asked Dr Maggie S. Wright of Buffalo. "Tell him he has to drop out?"

But Dr Wright admitted that there was another side to the story. In some cases former students have been well able to repay the loans, but have simply ignored them. "Some of these are MDs who have been out of school for as long as 15 years," she said. "They are making good money, and they're refusing to pay."

Canada relents on funding

from Christine Tausig

OTTAWA

Canada's federal and provincial governments can no longer afford to let disputes over funding stand in the way of the country's universities, secretary of state Walter McLean told a group of university presidents recently.

think there is a general understanding that a problem exists and that we (the federal and provincial governments) need to tackle it jointly," Mr. McLean told the presidents, who were in Ottawa for the general meeting of the Association of Universities and Colleges of Canada. In the past, he acknowledged, federal funds which were transferred to the provinces to fund higher education had not always been passed on to the universities.

Although the federal government provides cash payments and tax transfers in excess of \$4 billion to the provinces in support of higher education, jurisdiction over education remains a provincial responsibility.

Mr. McLean called for the "harmonization of fiscal efforts" by the two levels of government in order to allow universities to fulfil their role as a "vehicle of social growth and economic recovery".

In another speech to the AUCC

meeting, Nova Scotia's education minister Terence Donahoe told the university presidents that they can no longer rely on government funding alone to solve their financial problems. Mr. Donahoe urged universities and governments to look to the private sector for more funding.

Universities must move "with determination and dispatch" a substitute private support and private guidance for government support and government guidance wherever possible. Simply providing more money would not solve universities' problems, Mr. Donahoe added.

Universities must also make more effective use of their resources by reducing duplication and competition and by sharing personnel and equipment such as computers and library books. "There is simply not enough money for all the things we would like to do - or to do them the way we would like to," Mr. Donahoe stated.

However, both Mr. Donahoe and Mr. McLean stressed the importance of higher education. Universities must be Canada's first priority, Mr. Donahoe said, since the country's future depends more on universities than upon any other single factor.

New flight of US fancy

The Frisbee season is looming nearer, and for those tired of dodging the ubiquitous plastic flying saucers in public parks and on the beaches there is some bad news: the Aerobie is coming.

The Aerobie is the brainchild of Mr. Alan Adler, an engineering lecturer at Stanford University, California. It has the dubious merit of being able to fly three times as far as a Frisbee - further, in fact, than any heavier-than-air object thrown by man.

Mr. Adler used a personal computer to find a shape which had the lowest possible aerodynamic drag consistent with stable flight. The result: the Aerobie, made of a resin structure of polycarbonate plastic - the material used in car bumpers. This is surrounded, potentially, by a soft and pliable rubber cushion, moulded like a cross section of an aircraft wing. The resulting device has been thrown for 1,046 feet, the length of three football pitches.

to was the wording of the oath which states that "the Polish army stand on guard for peace in a fraternal alliance with the Soviet army".

Previous unofficial peace protests in eastern Europe have either urged the bilateral removal of missiles from both blocs simultaneously or else have objected to the whole concept of military service.

The latter campaign has been most vigorous in East Germany, where after several years of severe reprisals against campaigners, the principle of conscientious objection was accepted, and young men now have the option of performing non-military "community service" (which, not surprisingly, is not to go into the army). What he objected

overseas news

Failed students face expulsion

from Bernard Kennedy

ANKARA

It has been a nerve-racking and ultimately disappointing week for over 5,000 university students threatened with expulsion from Turkey's universities on grounds of academic failure.

After learning that they had to fail in all subjects in the mid-year exams, they planned their hopes on two parliamentary bills aimed at rescuing them only to see the chances of these bills becoming law fade away in the heat of education ministry and Higher Education Council opposition.

The students were victims of the "single lesson" rule, under which failure in any one course automatically leads to expulsion. All Turkish university students are obliged to take a variety of courses, including compulsory ones in physical education and Atatürk's principles and the history of the revolution.

The 5,000-1,200 of them from Izmir's September 9 University - had failed in mid-year results related to the single courses in which they had failed the previous summer.

Is it fair for any young person's academic progress to be halted purely

because of failure in one course when he or she is perfectly successful in other areas? Neither Mehmet Özdemir of the ruling Motherland Party nor Filiz Sagar and Cansel Cancer of the opposition Populist Party thought so - hence the submission to parliament of two separate private member's bills calling for the right to a further make-up to be granted.

It was then that education minister M. Vehbi Dincerler and Higher Education Council president Professor Ihsan Dogramaci went into action. Announcing their joint views at a Saturday morning press conference, the minister argued that playing around with the exam regulations would solve nothing, it would only encourage laziness and penalize the hard-working and those still seeking university places.

Mr. Dincerler did, however, offer a crumb of consolation: those failing students who had already completed two or more years of their courses could, he recalled, obtain a diploma to no longer be accepted into faculties of divinity, since there were no jobs for them once they graduated - and subsequently announced exactly the opposite.

Indecently, it is not beyond the bounds of possibility that the council may do an about-turn on the issue. Last year, Professor Dogramaci and his colleagues accepted a student amnesty proposed by parliament, an amnesty originally aimed at students who had been unable to complete their education years previously but which in fact best served the interests of those expelled in the academic year then in progress.

While the row over expelled students was going on, the council also announced that female students would no longer be accepted into faculties of divinity, since there were no jobs for them once they graduated - and subsequently announced exactly the opposite.

University closed indefinitely

Students at Peradeniya University were given an hour to leave the campus before it was declared out of bounds indefinitely.

The bare announcement of the closure of the university has been the only official information on the incident. Government censors, who have clamped down on all news relating to universities or institutes of higher education, deleted a communique from the Department of Education which, presumably, gave the reason.

Undergraduate dissatisfaction has no whit abated in spite of the fact that the University (Amendment) Act has become law. More than one government spokesman has repeated that it will not be repealed, no matter what.

President J. R. Jayawardene, who is also minister for higher education, sees the student agitation as part of a Marxist plot by elements in both the north and the south to topple a democratically-elected government.

The education minister, Mr. Ranil Wickremasinghe went on TV to say that the amending Act was a consequence of a pledge given when the University Act of 1982 was passed that amendments and modifications would be introduced in due course. The main focus of public attention, the setting up of (private) degree awarding institutions, was quite common in Europe and the United States.

Officials of the Ministry of Higher Education went on TV to deny that the amending Act in any way undermines the free education system. On the contrary, the degree-awarding institutions would meet the "growing need" for higher education, the demand for which was increasing.

Prof. Cyril Ponnamperuma, who now heads the Institute of fundamental studies in Sri Lanka, said at a university convocation that he was "dismayed" that only a fraction of students eligible for higher education now received it.



Commerce students at Peradeniya, now closed

New Lankan admissions policy

from D. B. Udalgama

COLOMBO

The cabinet has laid down a new policy for university admissions to come into effect from the academic year 1985-86. In future, 30 per cent of all university places will be allocated on a merit system taking the island as a whole; 65 per cent will be distributed on the basis of population of the 22 districts; the balance 5 per cent will be reserved for "underprivileged districts", restricted to five - Hambantota, Mannar, Mullativu, Ampara and Badulla.

The quota system which has prevailed hitherto was as follows: 30 per cent on an island-wide basis, 55 per cent for "underprivileged" areas, 15 per cent for "underprivileged" areas. Earlier, 13 districts were classified as "underprivileged" and 15 per cent of places were reserved for students from

these areas.

The Cabinet decision was taken on a recommendation by President J. R. Jayawardene, who is also minister for higher education.

A note on the subject by President Jayawardene, presented to the cabinet, is reported to have been to the effect that the district quota system hitherto in force "seriously discriminated" against the districts of Gampaha, Kalutara and Kandy.

The amended system varies a cabinet decision of two years ago that admissions to the universities (and the public services) should be on an ethnic quota but there was no announcement when it would be put into effect.

The new system will disappoint a minority which has always been agitating that merit alone should be the criterion for admissions.

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Peter Schlotf declares his conviction that Bartok is a figure comparable with Beethoven. Brunnin looks genuinely shocked and there is, for moment only, a thoughtful silence before four voices sweep away on yet another mad dash.

Rich seam with a northern flavour

Felicity Jones discovers that the Northern College is buzzing with life

A large chunk of the already limited money available for adult education is wrapped up in the residential colleges, which provide for the relatively few.

With this in mind, Sir Keith Joseph, Secretary of State for Education, has put pressure on the colleges to take more students and widen their net through part-time, short and technical education courses.

Perhaps it was the jolt of the critical HM Inspectors report two years ago, five years after its opening which gives Northern College, Barnsley, the appearance of having made a head start. There is no complacency that some semblance of liberal education may remain intact if heads are kept low.

The "Ruskin of the North" is buzzing with life and enthusiasm. But its principal, Mr Robert Fryer, who took over from the college's founding principal Michael Baratt Brown just after the HMI bombshell, does not accept the yardstick by which Sir Keith is judging the residential colleges.

To Mr Fryer the colleges should not be seen as isolated institutions operating in a vacuum but as an integral part of a network within the mosaic of adult education provision. Bodies like the local education authorities, the Workers' Educational Association, women's organizations and the Pre-School Playgroup Association are the natural allies of the college.

"If you can get a working relationship with those bodies then you can begin to see that there is a need for residential education," he said. "I see the future of residential colleges as an integral part of the network so that they shift and change naturally not by dropping standards or chasing the market, which would be disastrous."

The colleges should be responsible to the changing needs of adult education. "If you widen your intake then the advantages are that more people get the opportunity to study on shorter courses with less disruption to their work or without leaving home. But the disadvantages are clearly that it may not be possible for certain categories to benefit without some other ground-work and learning may become too

fragmentary, lacking the rich experience of the residential setting."

The college took the inspectors' report seriously even though it was considered to be uneven. A tough working party was set up to look into academic assessment and detailed changes have been made in the academic regulations and assessment methods.

Last year saw a review of all long courses and a similar review is about to start on the short courses which hopes to draw upon the help of its external advisors Lord Asa Briggs and Professor Royden Harrison, two out of the four advisors.

In response to the report a large number of committees have been set up. One committee has looked at language and communication in the development of oral skills. The literacy levels of the students was criticized by the inspectors, but this was not entirely accepted by the college which felt its real position had not been assessed properly.

Another committee has been looking at academic development and there are hopes to venture into the sciences; an area which the residential colleges have traditionally found difficult to cater for. The introduction of media studies with a generous grant from the British Film Institute and Gulbenkian Foundation to set up a television studio has been a success upon which the college would like to build.

Ironically the building in which the college is housed was paid for out of the rich surrounding coal seams and now in its turn, accommodates miners on five-week block release courses. Senior tutor Mr Keith Jackson, who has been with the college from the start, recalls that when the miners first crossed the threshold they were far from being intimidated. They claimed their place as a right having dug the coal which paid for the college in the first place.

Perched in extensive grounds overlooking Barnsley, it was built in the first half of the nineteenth century by Thomas Wentworth, first Earl of Stratford. The coal strike has also added to



Adult students (from left): Janet Walker, Ann Barron, Linda Thornton, Anne Hunter, Linda Jenkins

the difficulties as the building is heated by coal furnaces.

With such a history behind it, it is hardly surprising that Northern College is very much community-oriented. It is heavily reliant and indebted to its four guarantor local authorities: Barnsley, Doncaster, Sheffield and Rotherham. They not only "buy" places for local students but also pick up the tab for any deficit after income has been set against costs.

They also carry the increased costs when other authorities are unable to support their local students there. The authorities' support, according to the principal, has been "unequivocal" even though it costs them £3,100 for 30 weeks residential learning at a time when support of the miner's dispute has depleted their resources.

The college has remained true to its intention to provide 66 two-year places for mature students who need have no formal entry qualifications in order to be accepted other than evidence of a commitment to make a new start.

Two exceptional female students illustrate this point. Linda Thornton who left school at 15 and married at 16 has been accepted by King's College, Cambridge to study her hopes social anthropology. She has three children, the eldest is 21, and had a succession of part-time jobs before her marriage broke down. She was a local councillor but hated the role and it was her involvement in the women's movement which eventually led her to think

about going to Northern College.

Jan Burrows, a single parent with a young son, and the first woman president of the college students' union, has already decided not to continue with higher education. She started a community group for isolated women like herself which is now supported by Sheffield City Council and wants to return to that kind of work.

In many respects the college has made real achievements in encouraging women with a positive policy and excellent creche facilities. It should make even better headway in the next few years. A committee has been set up to look at the provision of women's studies and at the maintenance of a proper study environment for women.

An initiative last year brought three different sorts of women's groups together for one weekend. They came from a new opportunities for women course at Sheffield Polytechnic, a single parent group on a housing estate and an Open University women's group from Barnsley.

Gina Mitchell the tutor responsible for liberal and gateway studies, recalls that it was an exciting weekend: "It was the hidden curriculum which enabled the women to talk about coping with their families, their lack of confidence and those sort of problems which prevent them from returning to study or work which made it so exciting." Together with Ma Marjorie Mowlam, the senior administrator, she has taken the initiative at

the college.

Ms Jean McCrindle, tutor in modern history and political thought, is doing exciting work with writers' workshops and miners' wives groups.

Students on weekend short courses benefit from the Northern College's longer course environment. It provides a lively and continuous character to the college into which the short course students are drawn and they are able to take advantage of the cultural and social activities. The long stay students benefit from the way faces which make it less inward looking and claustrophobic.

The Northern College is unique among the residential colleges in that it does provide this strong short course element alongside the full-time work. Set in the heart of the South Yorkshire coal-field, it is inevitable that the college should have found itself quite closely involved with the miners' dispute. Some of the students are miners or come from mining communities and one of the college's major and first joint projects with the Workers' Educational Association is in the Don Valley where the threatened Cottonwood pit is situated. The project has already established links with unemployment groups and the miners' support groups.

This sort of link with the community, in line with the college's *raison d'être*, will continue to regenerate the adult education provision now that the bitter miners' dispute has ended.

The first success came in 1976, in a campaign against the American Museum of Natural History. The museum was selected as a target because it was conducting a particularly pointless series of experiments which involved mutilating cats to investigate the effect this had on their sex lives. In June 1976 animal liberation activists began picketing the museum, writing letters, advertising and gathering support. They kept it up until, in December 1977, it was announced that the experiments would no longer be funded.

This victory may have saved no more than 60 cats from painful experimentation, but it had shown that a

campaign annual report and accounts and policy issues before the board are discussed by the students.

Many of the students have already worked in the gas industry and Geoff Roberts tries to introduce them to industry as a whole. He also takes staff with him on industrial visits and would like to see many more temporary exchanges, although he thinks that career patterns militate against this.

The original intention of Ollie Heath's appointment, he says, was more of a technology exchange and his terms of reference excluded lecturing. But he has been "tured" into giving some on aircraft design.

"Sometimes I think our work is taken too much without question. The university seems hungry for an outside view," he said. But he was able to direct the expertise of his Salford colleagues to research into the problems of tool wear in aircraft making, which is likely to benefit the industry as a whole.

"I found it very encouraging to talk to people about industry's problems. We have definitely extended our contacts. But there also seems to be a feeling that any project must have a positive outcome - there is some disliking of simply defining the problem."

Neither Professor Roberts or Professor Heath has seen anything of a "work tory" approach at Salford.

And a positive gain from the presence, noted by others, is that the attendance at departmental meetings makes meetings shorter. "A lot of the second or third-rate nonsense, the academics come up with seems to go."

Higher education and others ponder whether the "Salford miracle" is image or actuality (a bit of both, says Professor Ashworth, architect of the college). But the integrated approach is certainly part of the college's ethos. The integrated approach is taken through a British Gas Corporation

Peter Singer assesses the impact of the animal liberation movement

In the past five years the animal liberation movement has made unprecedented gains; but it has also come to a momentous turning point. The next five years will show whether animals are going to reap the benefits for which so many activists have worked so hard, or whether that work will be dissipated in an increasingly bitter but unproductive confrontation.

First, consider the gains. Whereas five years ago the public in most developed countries was largely unaware of the nature of modern intensive animal rearing, in Britain, in West Germany, in Scandinavia, in the Netherlands and in Australia now a large body of informed opinion is opposed to the confinement of laying hens in small wire cages, and of pigs and veal calves in stalls so small they cannot walk or even turn around.

In Britain a House of Commons agriculture committee has recommended that cages for laying hens be phased out. Switzerland has gone one better, actually passing legislation which will get rid of the cages by 1992. A West German court pronounced the cage system contrary to the country's anti-cruelty legislation - and although the government found it ineffective, the West German state of Hesse recently announced that it would follow Switzerland's example and begin to phase the cages out.

Perhaps the most positive step forward for British farm animals has been in the use of all forms of factory farming, the so-called "white veal trade". Veal calves were standardly kept in darkness for 22 hours a day, in individual stalls too small for them to turn around. They had no straw to lie on - for fear that by chewing it they would cause their flesh to lose its pale softness - and were fed on a diet deliberately made deficient in iron, so that the flesh would remain pale and fetch the highest possible price in the gourmet restaurant trade.

A campaign against the trade led to a widespread consumer boycott; as a result, Britain's largest veal producer conceded the need for change and moved its calves out of their bare, wooden, five-foot by two-foot stalls into group pens with room to move and straw for bedding.

The other major area of concern to the animal liberation movement, because of the numbers of animals and the amount of suffering involved, is animal experimentation. Here too there have been important gains, although in contrast to the situation with factory farming, these have occurred mainly in the United States.

The first success came in 1976, in a campaign against the American Museum of Natural History. The museum was selected as a target because it was conducting a particularly pointless series of experiments which involved mutilating cats to investigate the effect this had on their sex lives. In June 1976 animal liberation activists began picketing the museum, writing letters, advertising and gathering support. They kept it up until, in December 1977, it was announced that the experiments would no longer be funded.

This victory may have saved no more than 60 cats from painful experimentation, but it had shown that a

campaign annual report and accounts and policy issues before the board are discussed by the students.

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Rabbits in the stocks: part of an East German research programme into blood transfusions

Animal rights and wrongs

well-planned, well-run campaign can prevent scientists doing as they please with laboratory animals. Henry Spira, the New York ex-merchant seaman, the ex-civil rights activist, who had led the campaign against the museum, used the victory as a stepping stone to bigger campaigns. He now runs two coalitions of animal groups, focusing on the rabbit-blinding Draize eye test and on the LD50, a crude, 50-year-old toxicity test designed to find the lethal dose for half of a sample of animals.

Already the coalitions have begun to reduce both the number of animals used, and the severity of their suffering. US government agencies have responded to the campaign against the Draize test by moving to curb some of the most blatant cruelties. They declared that substances known to be caustic irritants, such as lye, ammonia and over cleaners, need not be retested on the eyes of conscious rabbits. If this seems too obvious to need saying by a government agency, that merely indicates how bad things were until the campaign began.

The agencies have also reduced by one half to one third the suggested number of rabbits needed per test for other products. Two major companies, Procter and Gamble and Smith, Kline and French have released programmes for improving their toxicology tests which should involve substantially less suffering for animals. Another company, Avon, reported a decline of a third in the number of animals it uses.

In the most recent and potentially most significant breakthrough, the United States Food and Drug Administration has announced that it does not require the LD50. As a stroke, corporations developing new products have been deprived of their standard excuse for using the LD50 - the claim

that the FDA forces them to do the test if the products are to be released on to the American market.

With achievements like this in a relatively short space of time, and the movement still evidently growing, why should the animal liberation movement be at a turning point? The question mark over the future direction of the movement concerns its methods rather than its objectives. The issue is whether to work principally through the conventional political channels or to place increasing reliance on direct militant action.

The same five years which have seen these gains have also seen a steady rise in militancy in the movement. In Britain, break-ins at laboratories are becoming almost commonplace.

One Animal Liberation Front spokesperson has said that animals are being freed from laboratories and factory farms on a daily basis. Often the aim is not so much to release animals as to obtain documentation of animal suffering. In one of last year's larger actions, for instance, approximately 100 animal rights activists stormed the ICI laboratories at Cheshire.

In another raid, the South Eastern Animal Liberation League went into the Royal College of Surgeons research farm in Kent, photographed the animals and removed documents on experiments carried out there. One widely used photograph showed a monkey with "CRA" tattooed across its forehead which was not easily reconciled with the experimenters' professed respect for the animals they used.

Nor is this activity limited to Britain. In Canada, France, West Germany, Italy and Australia, animals have been released and laboratories have been damaged. The United States Animal

liberation movement has gained national publicity last May when they entered the laboratory of Dr Thomas Gennarelli at the University of Pennsylvania, damaged equipment and took a number of videotapes. The videotapes, sections of which were subsequently shown on television, show severe head injuries being inflicted on monkeys. Injured monkeys, their limbs flapping uncontrollably, are tied to chairs while experimenters try to get them to respond. On the videotapes, the research team jokes about the monkeys' injuries and Dr Gennarelli refers to the animals as "suckers".

The research community is understandably alarmed. Many laboratories have increased their security arrangements, but this is a costly business and money spent on fences and guards is presumably not then available for research - which is just what the animal liberation activists want.

To guard every factory farm would even be more expensive. No wonder that some of those who experiment on animals, or raise them for food, hope that animal liberation will just prove to be a passing fad.

That hope is bound to be disappointed. The animal liberation movement is here to stay. It has been building steadily now for more than a decade. There is wide public support for the view that we are not justified in treating animals as mere things to be used for whatever purposes we find convenient, whether it be the extermination of the hunt, or as a laboratory tool for the testing of some new food colouring.

The moral basis on which the animal liberation movement stands - the principle that animal suffering is not to be disregarded or discounted simply because the being who suffers is not a member of our own species - has won

lower ourselves to their level and put ourselves in the wrong if we harm or threaten to harm that person.

The entire animal liberation movement is based on the strength of its ethical concern. It must not abandon the high moral ground.

Instead of going down the same blind alley taken by so many terrorist groups in recent years, the animal liberation movement will do better to follow the examples of the two greatest - and, not coincidentally, most successful - leaders of liberation movements in modern times: Gandhi and Martin Luther King. With immense courage and resolution, they stuck to the principle of non-violence, despite the provocations, and often violent attacks, of their opponents. In the end they succeeded because the justness of their cause could not be denied and their behaviour touched the consciences even of those who had opposed them.

The struggle to extend the sphere of moral concern to non-human animals may be even harder and longer, but if it is pursued with the same determination and moral resolve, it will surely also succeed.

It is easy to believe that because some experimenters make animals suffer, it is all right to make the experimenters suffer. This attitude is unacceptable. We can be convinced that a person who is abusing animals is totally callous and insensitive; but we

wide support, not just among animal liberation activists, but also from academic philosophers. In fact the animal liberation movement may be unique in the extent to which the practical activities just described have been linked with the development of the issue as a topic of discussion in academic journals and a subject of debate in university philosophy courses.

Fifteen years ago, the question of the ethical status of animals was scarcely mentioned by academic philosophers. Only Rosalind Godlovitch's pioneering article "Animals and morals", published in *Philosophy* in 1971, broke the silence. But over the next few years everything changed. Journals like *Philosophy*, *Ethics*, *Inquiry* and even the Polish journal *Etyka* published special issues on the ethical status of animals. Readings on animal liberation and animal rights became standard inclusions in anthologies widely used in university ethics courses. With so strong a moral foundation, the animal liberation movement is not going to disappear.

But there is still the question of the course the movement will take. Within the animal liberation movement, some forms of direct action have widespread support. Provided there is no violence against any animal, human or non-human, many activists believe that releasing animals from situations in which they are wrongly made to suffer, and finding good homes for them, is justified.

They liken it to the illegal underground railroad which assisted black slaves to make their way to freedom. It is, they say, the only possible means of helping the victims of oppression.

In the worst cases of indefensible experiments, this argument is strong; but there is another question that should be asked by everyone interested not only in the immediate release of 10, or 50, or 100 animals, but in the prospect of a change that affects millions of animals. Is direct action effective as a tactic? Does it simply polarize the debate and harden the opposition to reform?

So far, one would have to say, the publicity gained - and the evident public sympathy with the animals released - has done the movement more good than harm. This is, in large part, because the targets of these operations have been so well selected that the experimentation revealed is particularly difficult to defend.

Now there are signs that this crucial matter of selecting only the most blatantly indefensible targets is being neglected as the groundswell of militant activity increases. Some activists are even going beyond actions directed at releasing animals or documenting cruelty.

In 1982 a group calling itself the Animal Rights Militia sent letter-bombs to Margaret Thatcher. The group had never been heard of before, has never been heard of since, and may not have been a genuine animal rights organization at all.

But the Hunt Retribution Squad, an offshoot of the highly successful Hunt Saboteurs Association, is undoubtedly real. To disrupt a hunt so as to make it possible for the intended victim to escape is one thing; to seek "retribution" on the benighted huntsmen and women and other things altogether and morally far more dubious.

Among other actions that point in a dangerous direction, experimenters have been woken by midnight phone calls and threatened; and the Animal Liberation Front, warned that it had poisoned a number of Mars bars in shops as a protest against experiments funded by the manufacturer. It was later announced that this was a hoax. No Mars bars on sale to the general public were actually poisoned; although warning notes had been placed inside some.

Still, the suggestion that they might have been poisoned was no doubt enough to cause anxiety to some children and their parents. It was also enough to allow Mr David Mellor, the Government minister responsible for the control of animal experimentation; to portray the animal liberation movement as a bunch of fanatics who put the welfare of animals above the safety of children.

The portrayal may have been false, but it will certainly stick in the minds of millions of parents. To put oneself in a position where this can be said, with the faintest tincture of plausibility, is not the way to persuade the public.

The author is professor of philosophy at Monash University, Melbourne.

Ngaio Crequer describes the development of the role of integrated professors at Salford University

More than just a walk-on role

Just over two years ago Salford University introduced a new type of professional post into British universities - the integrated chair.

It was an attempt to go far beyond the common practice of visiting professors. "They are just walk-on parts" according to the vice-chancellor, Professor John Ashworth, but emulate and exceed arrangements familiar in the German Technische Universität.

Here the same person exercises professional responsibilities in the university at the same time as holding a senior management position in industry. The professor is a member of senate and takes a full part in the university life.

The first two guinea pigs were Mr Bernard Oliver Heath, then divisional director of advanced engineering at British Aerospace Aircraft Group, Warton Division, who was appointed to the British Aerospace chair in aeronautical engineering, and Mr Geoffrey Roberts, a former board member of British Gas and chairman of British Gas Coastal Ltd, who was appointed to the British Gas chair in gas engineering.

Two years later, Salford has two more integrated chairs: in robotics, and in solid and surface chemistry, and there have been discussions in at least six other areas, including banking, biochemistry and the retail trade.

Professor Ashworth claims authority of this idea. "I was very impressed when I was working as a biologist. Germany that the research director of a large company would be automatically *Herr Professor Doktor*. It seemed to me that if you had a technological university, that was what you should do. I wanted integrated professors to play a part in the management of the university, in the research, in the teaching, in the industry."

university and the gas industry, about the latter funding a gas engineering chair. "It seemed the perfect example. I went to see (Sir) Denis Rooke (chairman of British Gas) and we disposed of the principle in three minutes."

Geoff Roberts was at that point in his career where he was susceptible to the offer. He was the engineer who had piped natural gas around Britain, a Brunel-type achievement. We were delighted to get such a well-known and distinguished engineer."

Then Professor Ashworth discussed the idea at a lunch at British Aerospace. Ollie Heath was interested. "What has he published?" someone asked at Salford. "Not much, but he did design the Canberra. Do you think that counts?" was the answer.

The two were appointed ("under normal appointment procedures no body could say the v-f fixed it" says Ashworth), the Unilever chair followed, and Salford saw no reason why the practice could not be extended to the social sciences and arts.

But there it was more difficult. Agreement was made in principle with the board of National Westminster Bank but there was nobody at the right level who was prepared to come north of Watford under such conditions. It was not as simple as doing southern bias. Spending one or two days a week for three years, outside the banking capital may not help a banker's career.

The Bank of England turned down the idea because they felt there might be some conflict with their government role. A senior member of staff would not like to refer to his or her work experience, which might be compromising.

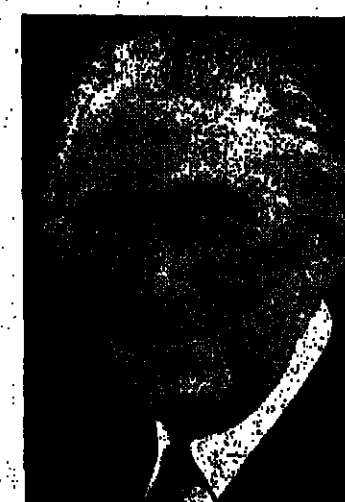


Professors Heath (left) and Roberts: two-way learning

And Marks and Spencer vetoed the idea because they had an unhappy involvement with the Massachusetts Institute of Technology in the 1960s. But Salford's enthusiasm is not damped.

For Professors Heath and Roberts, the experience has been a two-way learning process and they both obviously enjoy being a part of university life. Both have another three years of their Salford contract to run although Ollie Heath has now retired from his industrial work, and spends two days a week rather than one at Salford.

They arrived with slightly different approaches. Geoff Roberts wanted to make changes in the syllabus, to reflect some of the technical and managerial problems in the gas industry. "Coming from industry, I found the pace of



Professors Heath (left) and Roberts: two-way learning

academic life, or the rate at which you can change things, rather slow.

"I wanted to bring about a closer relationship with industry. But we are the only gas engineering degree in the country and it would have been very easy to become part of the gas industry training department, a great mistake."

"A lot could be done to equip students better for coping with the problems of life in the profession. More could be done in communications, being able to speak, to conduct an argument." So students now make a two-minute verbal presentation of a subject of their own choosing, and then five minutes on something decided by someone else.

"I decided when I came I wanted to lecture. Nobody asked me to and I had not lectured before." He also takes tutorials and final year students are taken through a British Gas Corporation

ation annual report and accounts and policy issues before the board are discussed by the students.

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Harold Silver

Reaching agreement in the quest for a common measure

We discovered the problem of standards in higher education at the same time as we discovered higher education itself. In the nineteenth century discussion was about what was right and proper for a university – and the nineteenth century is still with us. The twentieth century also came to terms with examinations – but only in the last 20 or so years have we really concerned ourselves with “standards”. They entered the agenda with expansion and access, with new universities, science and technology, and with a new landscape of institutions captioned “higher education”.

I have just read through *University Quarterly* from its inception in the late 1940s to the mid-1960s, and can find nothing that constitutes an explicit discussion of standards or quality. I find contingent discussion – admission procedures, research, technology and a liberal education, and much else. But not standards. Not until a conference is reported in 1969 on “Concepts of excellence 1969-1989”. By then, however, the battle was engaged.

Kingsley Amis, with his slogan “more means worse” had made the silliest contribution to higher education since *Blackwood's* in 1825 objected to the creation of a London University because students “would be eternally assailed by the seductions of party-prints and party-leaders”.

Current American concerns were reflected in higher education when the Association of American Colleges set up its project on “quality and coherence in baccalaureate education”. Starting from the premise that the meaning of undergraduate degrees had become obscure, the project’s final report more than confirmed that assumption. The first page of the report spoke of “educational failures” – “crisis”, “decay in the college course of study”, “decline of the undergraduate degree”. And the authors were then disappointed that the press focused, not on the proposed strategies for renewal, but on the Cassandrean dirge!

Conversations at the conference which discussed the report focused frequently, in fact, on the difficulties college staff saw – “high risk students”, “insufficiently prepared”, “college remedial work”, “improved testing at entry”. Decline was clearly seen as an outcome not of rapid expansion itself in the past 20 years, but of the combination of expansion with a century of inattention to the fragmentation of curricula, lack of concern for the nature and purpose of institutional provision and student learning.

There was also at the conference emphasis on inadequate resources, but although the resources question is obviously a British concern also, the shape of the remainder of the American discussion is very different from the British one.

First, we have in the main stopped talking about excellence. The Robbins report talked about it – “we must demand of a system that it produces as much excellence as possible” (p. 10). The 1969 USQ discussion was opened by a vice-chancellor explaining that universities have only one thing to sell, and that is their excellence (which admittedly included the ability to change). The principle of a polytechnic designates then commented that “colleges like mine are oriented to a quite different concept of excellence: to the academic one”.

The 19th century debates around Mill or Arnold or Newman were not

explicitly about standards, but about the ideal university and its curriculum, and the good man. Much of the debate centred around modernization (which mainly meant science), Oxford and Cambridge exclusiveness, and deprived middle-class populations and their professional and occupational needs. The 20th century challenges to universities old and new have meant the opening of a debate about quality. Quality for how many, and for whose purposes? The Leverhulme study of higher education decided in 1983 that “general statements of the purposes of higher education as a whole are of little use – but such judgements do not end the debate, they start it. Who shapes purpose, who decides what constitutes quality and using what criteria? Recent rapid changes in the higher education landscape have been explicit challenges to established purposes.”

The new universities of the 19th century only partly challenged the definition of the university. The late 19th century polytechnics challenged the ability of the universities to meet changing national needs. The 1960s polytechnics, and the 1970s colleges of higher education, were a challenge to limited concepts of “higher education”. Within those disputed purposes emerged anxieties about standards, which were now entangled with the purposes of the system and its institutions.

In the early 1960s the University Grants Committee considered that “all are in agreement that, if the new universities are given degree-granting powers from the outset, some means must be found of ensuring the maintenance of standards”. For them, as for the colleges of advanced technology designated as universities after Robbins, academic advisory committees were created to keep standards of education and degrees under review. Like London University’s 19th and 20th century colleges and Keele, they had to serve an apprenticeship. Some institutions now feel they have also served out such an apprenticeship through the Council for National Academic Awards.

But in this system of guardianship, what is being guarded? Standards of student admission? There is no consensus about how many students should be in the system, or what should qualify them for entry (through continuing education, as older, experienced students, via affirmative action...?). Standards of teaching? Higher education does little to decide what constitutes good teaching, and even less to promote it. Standards of scholarship no doubt, though in Britain as in the US that may often mean research at the expense of concern about students. Standards of resource? About that system-wide inequity and confusion the less said the better.

Here again, we have to go on asking – where interpretation of standards? In preparation for a 1986 British conference on standards, criteria in higher education, the Society for Research into Higher Education held a seminar last week. A representative from industry talked of the quality of university graduates having risen and of their personal qualities having fallen. So, in 1985, in Britain, not in the mid-19th century or somewhere else, what and whose measures are we using to test? Inevitably we must, in answering, look to our agreed or multiple and conflicting purposes. Rejection from generalities, and orientation to “different standards of excellence” – “false sharp questions about what we mean by standards, about our responses to kinds of the wider public” – British answers may not be the same as American ones, but the imperative to re-examine are the same.

Patricia White looks back on 20 years of research degree supervision

Secrets from behind closed doors

The most private act between consenting adults is to be open to public inspection in the department where I work. Now with the advent of the departmental research board and annual research students’ progress reports, a whole way of academic life, a whole mode of academic being is at an end.

I have been enjoying its attendant rituals for something like 20 years and lately, with seven or eight research students at any time, it has been a prominent feature of my working week.

How far mine is an idiosyncratic experience I don’t know. To some extent it must be because I teach philosophy of education in a teacher training institution. This means that my research students are always mature teachers, college lecturers or educational administrators from the UK or overseas, who find themselves grappling with the combined demands of “philosophy” and “education”.

The progress begins with the choice of a worthwhile topic. It is not just a matter of finding a topic which supervisor and student recognize to be of philosophical interest and which both feel competent to tackle. I still blush to remember my inadequate attempt to cope with a section on Heidegger which found its way into a thesis on the philosophical foundations of democracy and teacher education.

Equally salient to the choice of topic is its educational relevance. The crucial question for me is: will it help to improve educational practice in the broadest sense? Here I am tough. After all, students can do pure philosophical research in dozens of different departments, but in very few places can they do research in philosophy of education, and nowhere else in the UK can they do it in a department wholly devoted to the subject.

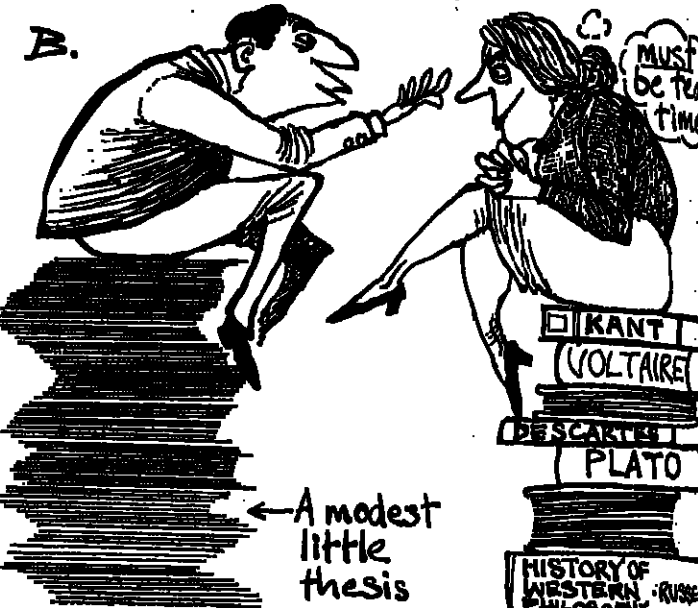
So I feel I have an obligation to try and ensure that something worthwhile for education is going to come out of any piece of research I supervise in this context. But how to ensure that? You obviously cannot guarantee success. What at first sight looks promising may run into the sand when all the really interesting questions in the area turn out to be empirical ones.

Still, you can try to make sure the project is heading in a profitable direction. I do this by requiring students to spell out in some detail, before embarking on the research, what they see as its contribution to education. This is most definitely out of some thinking that they might perhaps spend a couple of years looking at Hans-Georg Gadamer’s work – because it should have some implications for education, shouldn’t it? – or Comenius to see if his ideas have any relevance today. I don’t want to stop people spending pleasant hours reading philosophical writings with a vague eye on their possible implications for education, but I cannot see any strong reasons for allowing them to use the limited community facilities available for educational research for their exploratory browsing.

So, topic sorted out, research work can begin, punctuated by supervisory sessions at regular intervals to discuss modest chunks of work. That’s the theory anyway.

No longer have experiences like the one on a lovely August morning in 1967, when staying at a friend’s flat in Brighton, I was surprised and delighted to receive a large parcel. What could it be? An unknown admirer attempting to find his way to my heart? (Those were the days before bomb scares.)

No, it was the first draft of a thesis, 175,000 words – over twice the permitted length – whose author (who had waded my holiday address from the department secretary) had previously appeared only at the back of research seminars or in my office with vague promises of work to come. The accompanying note urged that we should meet early in the next term so that I could help him to re-write it.



that he could be examined before Christmas.

With some students this Walter Mitty-like dream of hailing oneself up, scribbling away for x months or years, and then amazing and delighting one’s supervisor with the results of one’s labours still persists. These days I refuse to play along and insist on regular meetings with bite-sized pieces. The alternative in my experience has always been too frustrating and demoralizing: errors in content or approach, which could have been picked up in the first section, reappear throughout, often magnified, and the only course is a complete new beginning.

The modest-sized chunks of work I favour are 5,000 to 10,000 words in length, and counting all the preparatory reading and note-taking, usually months of work have gone into them. There may be careful exegesis.

That is no easy matter. How many of us have succumbed to the temptation, especially in our youth, of making Plato or Kant, Descartes or Hegel, or some other such intellectual giant look like the wilful purveyor of foolish, should-have-known-better arguments? Perhaps the acid test is: would you be prepared to read this as a seminar paper in front of Kant, Hegel...? This patient exegesis may be complemented by a review of the critical literature, followed by an independent critique, painstakingly assembled via many false starts, blind alleys.

This precious bundle will be put into my hands, and I consult my diary to fix up a meeting some two weeks later, to give me time to read the stuff and get notes on it to the author for discussion, he or she will look distinctly dashed. Never mind the work which went into it, the author wants instant critique, ideally by lunchtime, at worst by tomorrow.

Yet I understand the desire for instant critiques. How many times have I badgered my philosopher husband for it? I used to think it was the inability to defer gratification patterned into me by my working-class background, but since it seems to be ubiquitous with research students, there must be another explanation.

I have other sympathies with my students too. One of the fascinations of that oneness is becoming aware of the bias and neuroticism repeatedly written large in the working habits of one’s students. I too am reluctant ever to throw away material I have written.

This, I have come to see, is a peculiar weakness of those to whom writing does not come easily. It is the intellectual version of the attitude of the subsistence farmer; what is hard won must be carefully husbanded and used, not squandered.

Knowing what it means to decide to dispose of a section completely, I am always particularly gentle in suggesting that something really isn’t germane to the topic and should be dropped. And when the question comes: “perhaps be worth submitting it as a discussion note to that ongoing controversy in *Journal Z*?” I am usually only too pleased to suggest giving it a try.

Again, when I am coming to the end of my unimpressed, and I hope final, draft of a paper, I do not welcome the author’s “suggestions” for big changes, a whole new reconstruction. I starting with a different framework. Like my students, I try to persuade myself at first that it is a necessary, then reluctantly I allow that, yes, perhaps it could be improved, but then would that improve it?

It is more than marginal, and it is worth the effort when I need the time for my next section, chapter or whatever? In their contortions I recognize my own vain efforts to avoid another draft.

These contortions are of course often played out in the supervisory sessions. Here I am continually amazed at the great disparity between the students’ intellectual and physical stamina and my own.

As I tell my students, they have probably had all that is worthwhile from me after about two hours. After that I begin to suffer from what I feel like the brain fog my grandmother used to warn me about. Not only that, I usually need food – my lunch before an afternoon committee meeting, my supper before an evening class.

James Barber charts the decline of Britain’s role in South Africa’s internal affairs

Where the eagle replaces the lion

The United States has replaced Britain as the major external element in South African affairs. The full implications of this are only now becoming clear as American political leaders increasingly turn their attention to apartheid.

For more than 150 years Britain played the leading role as “the imperial factor” in southern African history. As a global power she had a general security interest in the region and the surrounding oceans; as an imperial power she had precise interests in her colonies and the Commonwealth; and as a world economic power she had important trade and investment links.

Within the subcontinent the bilateral relationship between Britain and South Africa, although never easy, was the linchpin of economic and political developments. This continued after the Second World War through economic links, the Simons-Johnson naval agreement (the only defence agreement gained by South Africa), and the decolonization process which culminated in the Rhodesian saga.

By the 1980s all that was behind. South Africa and Britain retained strong economic and cultural ties and Britain still has interests in the neighbouring black Commonwealth territories, but the global and imperial role had gone.

As in many other parts of the world the first signs of Britain’s declining status were Germany, Japan, and France share with Britain trade and investment links. In the political field the situation has been simpler, for as Britain declined so the US became more prominent, but the nature of the imperial role was different.

Following the Second World War Britain’s global interests were those of a ageing imperial power, but she did have a direct and precise stake in southern Africa because of her colonial possessions. That stake together with her long experience, and the constraints imposed by declining resources, made her policy reasonably predictable.

In contrast the US has been much more volatile. Her interests are those of an expanding superpower, with no regional “base” as the British had. Her policy towards South Africa, therefore, has been more volatile, but the nature of the imperial role was different.

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Angry residents protest over high rent increases. Twenty five years after the Sharpeville massacre, violence of a new sort has erupted in the townships. What can the west do to prevent the long-predicted bloodbath?

In South Africa itself the belief that external revolutionary movements can determine the country’s future is a myth, and so the US acts as a broker, who seeks neither to determine the course of events, nor to lay down a blueprint for the future, but works for peaceful reform.

Within the constructive engagement approach the US views the 1983 constitution as inadequate and flawed, but has argued that it should not be rejected out of hand, because it makes no sense to criticize the South Africans for restricting political rights to whites, and then rejects a move which extends the franchise to Coloureds and Indians. The objective should be to build on this.

American policy differs in style as well as content from that of the British. As a declining imperial power the British were reluctant to accept new responsibilities or seize initiatives. Chronically short of resources they were cautious and hesitant, their policy based on response not initiation. One ex-British ambassador compared his country’s policy in South Africa with the rules for approaching a “boxed” road junction: “Don’t venture out on your own side until absolutely sure that the exit ahead is clear.”

Also the British, anxious to avoid isolation on South African issues, were increasingly sought the safety of the pack by encouraging western cooperation – as in UN sanctions against Rhodesia, the EEC code of conduct, and the Contact Group on Namibia.

At first the Americans also accepted the team approach, but more recently they have decided to lead from the front. Because of circumstances or political culture (or both) diplomatic styles have been different. The world weariness of the British – the acceptance that problems exist but not necessarily solutions – has given way to the American confidence in problem solving. The British, who have a wealth of experience, are inclined to believe that developments in South Africa will move largely according to their own momentum and therefore have adopted a damage limitation approach for themselves.

In contrast the Americans, with the confidence of great resources married to their characteristic moral fervour, have assumed that situations can be changed and problems solved by seizing initiatives. They have rushed in where the British feared to tread and where the British feared to tread and where the British feared to tread and where the British feared to tread.

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is a sense of energy and purpose that was previously absent, but whether British scepticism or American optimism is the more appropriate remains an open question.

One reason for the American policy shift is that until recently there was little concern at home about South Africa. Each government’s policy has largely been shaped by its own ideology and by international circumstances not by domestic interests and pressures.

The situation has been different in Britain where for decades South Africa has been a prominent political issue. Wilson’s Labour cabinet was split apart on the question of arms sales; major demonstrations were launched against visiting South African sports teams; the republic receives considerable media attention; protests outside the South African embassy are common; it was in Britain that the Anti Apartheid Movement was born, and where the black nationalists established offices to extend their cause into international politics.

No British government has been able to ignore South Africa. Yet, despite the attention, the debate in Britain has largely been confined to the political elite. The parties have not seen South Africa as a vote-catching issue and it has never featured in elections.

There have been differences between the parties, with the Conservatives more sympathetic to the republic than Labour, but because of the domestic and international constraints and because of the uncertainty about popular views, the differences in office have been of emphasis not direction. Also, for all its efforts, the AAM has failed to gain British support for economic sanctions and it has failed to link the South African issue to racial questions in Britain.

Awareness of South Africa has come recently to the American political scene, but it has been mounting, over the last couple of years a disinvestment campaign has had some success (a marked contrast to the failure of such efforts in Britain). However, it was only last year that South Africa really captured major attention. The Revd. Jesse Jackson raised it in his campaign for the Democratic presidential nomination, and even when his bid failed the issue retained public attention because of media coverage given to developments in South Africa – the rioting and killings in black areas; the arrest and detention of union leaders; the occupation of

the régime in South Africa’s prisons. This represented a marked shift from its earlier years, when it had been a solid proponent of British imperialism, virtues, modelling itself on the English Daily Mail. Its loss will be a major one, both to South Africa and to her western observers.

launch the paper in 1902 in the wake of the Boer War and before his first success with *The Four Top Men*. The crusading spirit grew in the 1950s under Laurence Gardner, who began to expose the iniquities of the apartheid system and, in particular, treatment of political opponents of the régime in South Africa’s prisons.

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the British Consulate by six anti-apartheid leaders; the South Africans’ refusal to return four arms smugglers to Britain for trial.

In the US itself there was a sit-in and demonstrations at the South African embassy. In the full glare of television, leading public and political figures were arrested. Many of these were blacks and liberal Democrats, but they were quickly reinforced by conservative Republicans. Early in December 35 Republican Congressmen wrote to the South African ambassador protesting against apartheid and declaring support for economic sanctions if no clear progress were made.

Under this pressure (especially that within his own party) the president agreed to see Bishop Desmond Tutu, the Nobel Prize winner and a fierce critic of US policy towards South Africa. Then the president publicly repeated his opposition to apartheid. A momentum was building up which was given a further boost by Edward Kennedy’s controversial and much publicized tour of the Republic at the beginning of 1985.

As a foreign policy issue enters a political system it passes through a prism of domestic values and concerns to emerge in forms which reflect prevailing political interests and power relationships. In this case it is too early to be sure that South Africa will become an established part of American politics and it may disappear as quickly as it came.

However, if it does become established it could well be drawn into the domestic racial debate, so that attitudes towards apartheid and America’s own racial problems become interlocked. That would give the South African question a biting edge and make it an influential election issue in a way that has not happened in Britain. In such a situation America’s global interests in southern Africa would remain but alongside these, and often more compelling for the politicians, would be concern about the impact of South Africa on political support at home. Already there are signs of this happening.

There is no reason to doubt the strong opposition to apartheid of liberal Democrats, conservative Republicans, Jesse Jackson, Edward Kennedy, and President Reagan, but it is not ungenerous to suggest that among the myriad of issues facing American politicians South Africa would not have gained such attention without the political impact at home. If such pressure continues the American government might well take a much tougher line than its current “constructive engagement”.

Already the South Africans may be looking back with nostalgia to the time when their chief external concern was the old “imperial factor”. “Better the devil you know,” they may conclude.

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BOOKS

The move towards 'total' history

by Rory Miller

The Cambridge History of Latin America
volumes one and two: Colonial Latin America
edited by Leslie Bethell
Cambridge University Press, £40.00
and £50.00
ISBN 0 521 23236 6 and 24516 8

Latin American historians in this country often feel themselves isolated in departments which are orientated overwhelmingly towards British and European history. Similarly colonial specialists can complain, with considerable justification, that their work frequently goes unrecognized by the majority of the profession in Britain. It is no accident that many British-born colonial historians, who have contributed about a third of the chapters in the first two volumes of the *Cambridge History of Latin America*, have spent much of their careers in the United States. Thus some academics here will find their high reputation a surprise. But, even more, in dipping into the new *Cambridge History*, they should be impressed by the international nature of research on the region, the range of the themes discussed, the sophistication of the methods and interpretations developed in the last generation, and the great opportunities for future work in a region British history departments have too often ignored.

Within colonial Latin America political, social, and economic themes have long been inseparable, although the cultural and intellectual life of the population, at all levels, remains isolated from the mainstream of research. Even the more traditional institutional studies focus primarily on socio-economic structures and their transformation: landownership, Indian governance and labour arrangements, African slavery, or, for the reformers of the late colonial period, on international trade, mining and agriculture, and social change and conflict. This, of course, parallels the transition in the discipline as a whole away from narrowly political history, but within Latin America the move towards 'total' history has been even clearer for the colonial than the national era. The thematic chapters of volume two of the *Cambridge History* show how recent research has improved our understanding of such important social issues as the extended family and patron-client ties which existed among all sectors of the population, the composition, consolidation, and circulation of white and indigenous elites, ethnic and class differentiation, and structural change in both rural and urban society.

A great expansion of the sources available to the colonial historian has accompanied and aided this development. The Spanish empire, especially,

was founded on the flow of bureaucratic paper between Europe and the colonies, and the massive resources of the Archivo General de Indias in Seville have disclosed much unsuspected evidence in answer to new questions. Modern research, though, whether for Spanish America or Brazil, has come to depend even more on national and local archives in the New World, and their holdings of lower-level administrative papers, estate accounts, the records of the regular church and parish clergy, and the notarial archives which so many Latin Americanists have come to use in the last fifteen years. These lawyers' papers, containing loan and rental contracts, wills, manumission certificates and the like, have been vital to the reconstruction of local social and economic networks, especially with the advance of quantitative techniques. Some areas, of course, are better served than others: the state of the archives correlates with that of the historical profession in each country and the governmental resources available. Thus Mexico and Brazil probably offer the widest array of such evidence in the best state of preservation, although other countries have caught up rapidly in the last decade.

Modern research has therefore remained somewhat uneven in its geographical coverage, concentrating principally on these two countries and Peru, the centre of Spanish power in South America. The three accounts for fully three quarters of the articles published on colonial history in the leading English-language journal in the 1970s, and Mexico exceeded the combined total for the other two. However, despite the currently strong focus on regional and local studies, the spatial imbalance is growing less severe. The total volume of research is now very much greater, and as indigenous historians in Spanish America tend to think less in terms of countries and more of cultural regions, and foreign Latin Americanists, partly because of their teaching responsibilities, almost always operate in a comparative manner, such studies have enriched rather than hindered interpretations.

The two volumes of the *Cambridge History* also show the cosmopolitan nature of the methodological and theoretical influences on the colonial history of Latin America, from Murra's anthropological or ethnohistorical approach to the links to Morse's acknowledgement of the influence of political architects and planners on urban history. Throughout the region there is a welcome for the work of other social scientists, and a stimulating blend of Anglo-American empiricism, the total history of the *annalistes*, and Latin Americans' preoccupations with systems of production, exchange, and distribution, capitalism, and dependence on the outside world.

Yet these different influences on the writing of history reflect the society



A man from Chihuahua, taken from Chloé Sayer's *Mexican Costume* (British Museum, £18.50).

itself. If there is a theme running through the 34 chapters of these two volumes it is that Latin American societies were an evolving blend of Iberian, African, and native influences. The Hispanic traditions of legalism, corporatism, family enterprise, and city life mixed with the deeply-rooted cultures and institutions of the different indigenous societies and the heritage of Africans, imported from the New World (in John Elliott's words) 'to redress the demographic balance of the New'. This produced a range of social formations which shared some common attributes but varied widely in time and space.

The aim of the *Cambridge History of Latin America*, Leslie Bethell points out in his preface, was to produce a 'high-level synthesis' of the advances in Latin American history since the Second World War. He goes on to emphasize the importance it will attach to the evolution of internal structures and a proper understanding of the distinctive histories of Spanish America and Brazil. Volume one is, in essence, the background one, containing surveys of the indigenous population at the time of European contact, and of the imperial relationship between the Iberian peninsula and Latin America. Nevertheless it contains some most succinct and stylish writing, especially by John Elliott on the conquest and its aftermath, and David Brading on the Bourbon period. Volume two focuses more directly on

the themes of the most recent research on Spanish America - population, mining and agriculture, cities and trade, Indians, Africans, and women - before passing on to three excellent chapters on the social and economic development of Brazil, and a final glance at culture during the colonial period. There are hardly any weak chapters, the most disappointing being a couple where well-known writers have failed to transcend the limits of their own research and incorporate it in a wider context. Inevitably, in a *Cambridge History*, the overlap among chapters permits authors to interpret major issues differently, but this serves to stimulate reflection on some important controversies within the colonial era.

Demography is one such. In the last thirty years estimates of the pre-conquest populations of central Mexico and Peru have been increased to 24 million (Borah and S.F. Cook), and 32 million (Dobyns) respectively, but more recently and reliably reduced to 11-12 million for central Mexico (Sanders), and 9 million for Peru (N.D. Cook). Tribute assessments may make later counts more trustworthy, but work on parish registers is sparse, and thus we do not know much about the vital indicators of demographic change in Spanish America, at least compared to western Europe. The situation for Brazil is even worse: Maria Luiza Marcilio talks of a 'pre-statal phase' in Brazilian demography lasting 250 years, and the contrasts between her estimates of population around 1800 and Dauril Alden's later in the same volume illustrate the problem well.

Despite the Spanish preference for town life most people remained, throughout the colonial period, in the countryside, where the large landholdings of the white population, relying on debt peonage or servitude, or other forms of coercion, were, so the traditional version goes, inexorably gaining ground at the expense of indigenous groups. Recent research has substantially modified this picture. In Mexico historians have begun to emphasize the importance of medium-sized ranchos and smaller suppliers providing urban markets. The older notion of a stark *hacienda* and the whole question of its labour arrangements have also created considerable debate. Yet the results are far from clear. In volume two, for example, Enrique Florescano describes the widespread growth of debt peonage, while Magnus Mörner comments in the following chapter that 'the traditional idea of debt peonage as being the landholder's device for tying Indian labour to the estates has been increasingly undermined by recent research on New Spain'. And work on the Andes, especially, has evaluated the conditions under which Indian communities, however oppressed by officials and taxation, might retain a considerable vitality and independence for

much of the colonial period, acting a symbiotic role with the large estates. Readers of *Past and Present* will know of the continuing debate over economic health of Spanish America in the 17th century, and find in the *Cambridge History* representative of both the optimistic and pessimistic viewpoints. David Brading warns, however, of 'entire cycles of economic activity (linking) into oblivion', and of the problems of achieving balance 'between the transatlantic American sectors of the colonial economy'. This typifies the approach of many authors in constantly and usefully drawing attention to the gaps in our knowledge and the difficulties of interpretation.

Some specialists may find this a bit. They may argue that the attempt at synthesis was premature in view of the uneven spatial and chronological concentration of research, pointing for example, to Stuart Schwartz's mark that current generalizations about the Brazilian sugar industry are based only on the Bahian evidence. It is certainly true that we learn little about large areas of Spanish America. Central America, most of the viceroyalty of New Granada, and Old Critics might add that the growth in importance of a number of these since the *Cambridge History* was commissioned ten years ago - the dynamism of Indian society, corruption in government, the military institutions of the late Spanish empire, the degree of internal unrest and resistance - has outdated some of the chapters. Certainly the bibliography contains material published after 1980. On the other hand these criticisms demonstrate, perhaps, the rapid advance of colonial history, and our need for such a synthesis as this.

Thus to emphasize the difficulties inherent in such a long-term project would be to place a mistaken emphasis on the negative aspects of the *Cambridge History*. Such a work does have one important advantage over a rapidly produced textbook, *because* by relying on a range of authors writing on their own fields of expertise it does present a juxtaposition of contrasting interpretations. This forces us into re-examining our own ideas, re-evaluating the evidence, and considering the lacunae that do exist. We should not be sceptical, but rather take advantage of the benefits *Cambridge History* can produce - in this case the succinct discussion of the relationship between Spain and the viceroy empire in volume one, the range of insights offered by volume two thematic chapters in volume two, together with the work on Brazil by Schwartz, Russell-Wood, and Alden which follows them. In this light we can look forward to the next volume on the independence era and its aftermath.

Dr Miller is lecturer in Latin American history at the University of Liverpool.

BOOKS
Patterns of growth

European Urbanization 1500-1800
by Jan de Vries
Methuen, £22.50
ISBN 0 416 36290 7
European Society 1500-1700
by Henry Kamen
Hutchinson, £14.95 and £7.95
ISBN 0 09 156990 7 and 156991 5

The cities of early modern Europe have generally had a bad press. Sandwiched awkwardly between the nascent capitalist vigour of the high middle ages and the awesome dynamism of the industrial age, historians have written them off as failures: economically parasitic, politically subservient and socially dominated by a non-productive ruling elite. Social scientists, bristling at the 'pre-modern' and 'modern' social worlds, have unhesitatingly relegated the early modern city to the former, as a constituent of that unchanging 'traditional' past from which Europe supposedly escaped some time in the last century.

European Urbanization is an original and important monograph that provides a new perspective based on a fundamental redefinition of the questions at issue. In place of an 'urban history' of cities considered as individual entities, Professor de Vries offers us a 'history of urbanization' which takes as its object the growth and transformation of entire systems of towns and cities, their interactions with each other and with their economic matrix. The foundation of the study is a set of population estimates of those European cities, west of a line running broadly from Leningrad to Trieste, which numbered at least 10,000 inhabitants at some time during the period 1500-1800. The assembling of such a large body of data itself constitutes an invaluable aid to scholarship but the author provides, in addition, an analysis of urban growth which deals directly with received wisdom on this subject and advances a fascinating and provocative interpretation.

The study falls into three main sections, the first of which is concerned with the broad configuration of urban growth over the period. Professor de Vries relies largely on published work

for his primary data set, but develops an ingenious methodology, based on rank-size analysis, to estimate the numbers of smaller towns, falling below the threshold of 10,000 population. The results conform, initially, with expectation. Urban populations rose substantially in the 16th century and, outside the Mediterranean region (Italy and the Iberian peninsula), this increase continued into the middle of the 17th century, giving way to a century of much slower growth, before the onset of rapid expansion in the later 18th century. Mediterranean Europe, by contrast, experienced drastic reversals in the 17th century from which recovery was only 'slow and partial' after 1700.

The surprising finding, however, is the extraordinarily uneven pattern of urban growth, both in space and time. Britain is the only country conforming to the theoretical pattern of continuous long-run increase at a gradually accelerating rate. Elsewhere, European countries 'experienced most of their gains in a relatively brief period'. More striking still are the marked disparities between the growth rates of cities of different sizes, with larger centres, capital cities and ports in particular, experiencing relatively rapid expansion while smaller towns and cities tended to stagnate. In this context the century after 1750, contrary to expectation, stands out as one of unusual growth in the numbers and size of small centres.

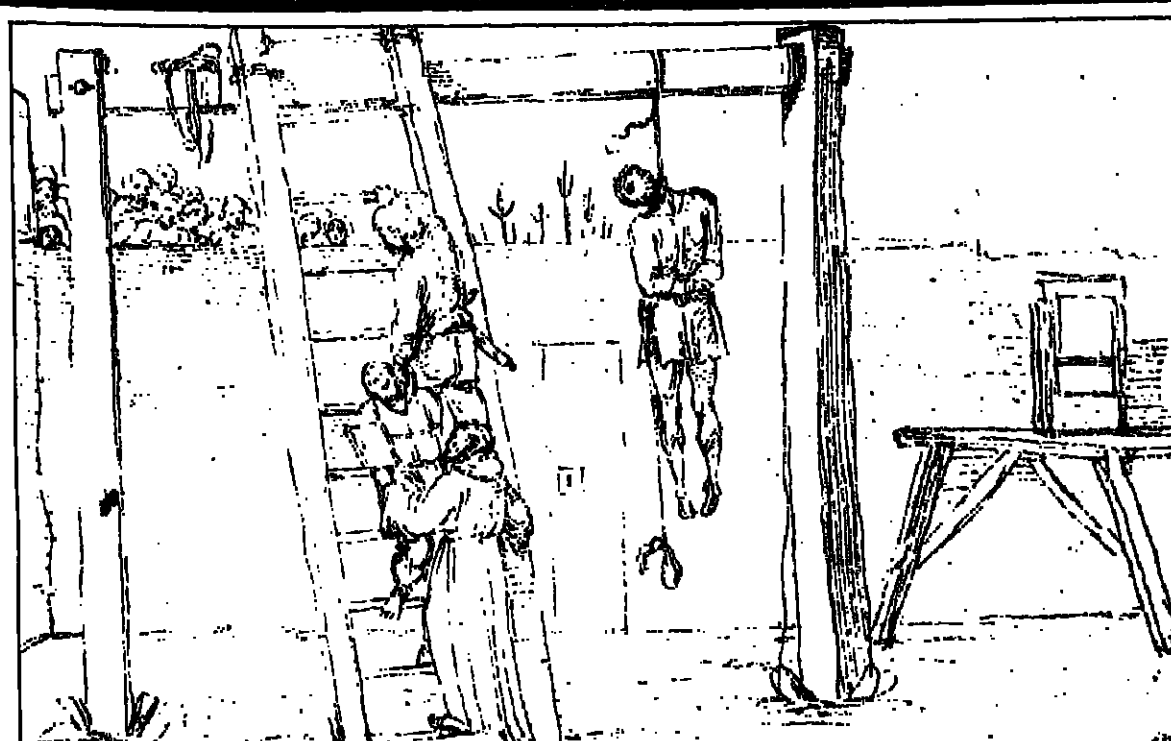
These results are further examined and expanded in the subsequent section which attempts to grasp the development and nature of Europe's urban hierarchy. The techniques used (rank-size distributions, transition matrices and potential surfaces) will be unfamiliar to many readers but they are clearly explained by the author and all lead to the same general conclusion. Sixteenth-century Europe developed a loosely integrated urban system with twin foci in northern Italy and north western Europe. From the 17th century the former went into eclipse and the system as a whole came to be dominated by a relatively small number of large cities.

Little is known of the internal demographic regime of such centres, but it is clear that large volumes of migration were required to maintain metropolitan populations, given the unfavourable balance of births and deaths which they displayed. The author makes a fair appraisal of the competing explanations for this phenomenon, coming down substantially in favour of the traditional interpretation in terms of high urban mortality, rather than low fertility. The remainder of the final section consists of a fascinating, though necessarily spe-

cialist. However modest may be the author's claims, his estimates of the contribution which the various groups within British society made to the recruitment of the industrialists of the classical period of the Industrial Revolution are undoubtedly the best and most comprehensive yet devised.

Professor Crouzet's conclusions are not startling in their novelty. Essentially, his study confirms the belief that only a relatively small percentage of the pioneer industrialists came from either the landed upper class (and the professions) or from the working class, and that the middle class constituted the major source of recruitment. But he does more than this. He reveals more clearly than any previous student of this subject that although many of the industrialists had humble - though not proletarian - backgrounds, upward social movement did take place on such a scale and in such a way that it is possible that 'rags to riches' is not entirely a myth; that there was intra-class if not inter-class mobility. 'Most of the middle class, from its lower strata (in some cases on the fringe of the working class) to a new stratum of wealthy, or at least well-to-do industrialists', as his study demonstrates, 'were major industrialists. Professor Crouzet acknowledges that they were a minority, surrounded, in almost every branch of industry, by swarms of small firms, operated by men who can be assumed to have had more modest origins. They constituted, he aptly suggests, a "reserve army of capitalists". What is remarkable is that a very large proportion of the successful industrialists arose. He shows that industry itself bred a large number of the leaders who revolutionized it, that a powerful process of endogenicity was at work.

This book should be read by all those interested in the first industrial revolution, the actual exigence of which may be said to have been partially confirmed by Professor Crouzet; it is a masterpiece of clarity and compression, a storehouse of information and a valuable contribution to British economic and social history.



This drawing by Annibale Carracci dates from circa 1599. It is reproduced in *Pictures and Punishment: art and criminal prosecution during the Florentine Renaissance* by Samuel Y. Edgerton Jr (Cornell University Press, \$39.50).

culative, analysis of rural-urban migration, in the course of which the central feature of Professor Vries's argument emerges.

'Proto-industrialization', it is claimed, brought relative stagnation to the towns and cities of northern Europe, as potential urban migrants were absorbed by rural industries. A small number of large centres prospered by providing governmental, financial and other coordinating functions and, paradoxically, the development of a 'modern' urban network, capable of organizing regional economies was a prerequisite for proto-industrial development to occur. Such reliance on the concept of proto-industrialization will raise doubts in some quarters as to the validity of his specific interpretation, but the broad outlines of Professor de Vries's 'history of urbanization' must stand as the framework for future debate. *European Urbanization* sets out to lay the foundations of a new field of study. Many readers of this fascinating and richly rewarding volume will conclude that it has succeeded.

The transformation of early modern European society has generated a large and controversial literature, forcing the textbook writer to steer a

difficult course between bland historiographic survey and the dogmatic advocacy of favoured positions. *European Society 1500-1700*, an extensive reworking of the author's earlier *Iron Century*, fares well in this regard, although proponents of the determining role of agrarian social relations may feel they have received short shrift. Dr Kamen sees the period as one of social crisis, set in motion primarily by demographic growth, which ended with the establishment of a new constellation of forces allying crown, nobility and *rentiers* in the framework of monarchical absolutism.

The author covers a broad canvas, with chapters devoted to each of the main social groupings, a review of

demographic and economic structures together with the 'price revolution', and a discussion of cultural development and divergence within European society. The book is rounded off with an analysis of the 'general crisis' and its reverberations both at the levels of state formation and popular revolt. This is a valuable and wide-ranging introduction to the field, although the lack of footnotes and references in the text detracts from the value of the extensive bibliography.

John Landers

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P. L. Payne
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Flying colours

The United States and Africa: a history
by Peter Duignan and L. H. Gann
Cambridge University Press, £25.00
ISBN 0 521 26202 X

It is fortuitous that surely significant that the latest book by Peter Duignan and L. H. Gann, those formidable collaborators from the Hoover Institution, Stanford, California, should be published at the time of the centenary of Bismarck's controversial West African Conference of Berlin. At this meeting, representatives of the United States, for the first time, displayed American interests and ambitions in Africa to an international gathering, drew attention to the importance of not neglecting the interests of the 'indigenous inhabitants', signed the conference's General Act on February 26, 1885 - and then had the embarrassment of not having it ratified by their country.

This complicated pattern of American relations with Africa (interest, ambition, service and muddle) indicates the difficulties which confront historians who attempt to survey in a single volume the intricacies of American involvement with Africa, based upon two and a half centuries of the enslavement of black peoples.

Duignan and Gann emerge from this scholarly challenge with flying colours - a not inappropriate metaphor if one remembers that, when Henry M. Stanley went up-country in 1871 to find David Livingstone for the *New York Herald*, he carried with him the Stars and Stripes. It is no small achievement to have reduced to 450 pages of both narrative and analysis the complex mass of primary and secondary historical materials on American-African relations with which Duignan and Gann and their colleagues, Robert Collins and the late Clarence Clements (to whom the book is dedicated), have been grappling for over two decades.

A single-volume work on such a complicated subject must, of course, have its limitations. The emphasis in this one is on the American rather than the African side of nearly four hundred years of economic, political, social and

cultural interactions. Something had to give way. Duignan and Gann have already published five volumes of a synoptic study of *Colonialism in Africa*. It would probably have required more than five volumes to do justice to American-African relations in their full interactions.

It may, however, be regretted that *The United States and Africa* has so little to say about American relations with Africa north of the Sahara, especially when one recalls the importance for the early American Republic of the Tripolitan War at the beginning of the 19th century. This book, indeed, is aimed mainly at American relations with Africa south of the Sahara, although it contains some engaging stories on the Blue Nile and the Gray Nile, the adventures of poet-civil-war Union and Confederate officers in Egypt, where the khedivate small aspired to transform the ancient land of the pharaohs into a great modern empire.

A further limitation of *The United States and Africa* is that, although it does not neglect cultural interactions, it has difficulty in coping with them, particularly with African content and imagery in American literature. An example of this is the very brief and

curiously placed treatment of the Harlem literary renaissance of the 1920s. From an Afro-American point of view, probably its most important production - not noticed in this short section - was Countee Cullen's much-anthologized poem, 'Heritage', with its challenging opening, 'What is Africa to me?' With this omission in mind, it is perhaps not surprising that Alex Haley's *Roots* of 1976 is also avoided.

Happily, Duignan and Gann's latest work does not fit into the category of Countee Cullen's 'Africa? A book one thumbs listlessly till slumber comes.' There is always plenty to keep one awake in this multi-faceted, fascinating work. Duignan and Gann have never been afraid to challenge fashionable academic Marxism, and there are moments in this book which will command the attention of readers of the non-conservative persuasion: their denunciation of the 'progressive role' of multinational firms in Africa and their gaze into the future, with 'Soviet aggression' not eliminated in Africa and 'the Afro-Marxists' and military dictators 'probably worse off in 1990 than they were in 1980'. And many will open their eyes widely when they learn that almost no Americans, black or white, were willing to 'participate

personally in the guerrilla struggle against the Portuguese, the Rhodesians, and the South African Americans served in the Rhodesian forces to defend Ian Smith's unwholesome regime'.

In a book which covers such a wide and complicated field, individual specialists will invariably find points upon which to show off their erudition. Duignan and Gann's no difficulty in resourceful prose has no difficulty in overcoming minor mistakes which can easily be rectified in the next edition. *The United States and Africa*.

It would be surprising indeed if this book, the first of its kind, did not find its way into future editions. Well-illustrated, this book's skillful assembly of scattered materials and its erudite episodes, and details, often controversial and not new, should surely commend it not only to students of African and American history but also to all who are seriously interested in international affairs.

George Shepperson

George Shepperson is professor of Commonwealth and African Studies at the University of Edinburgh.

BOOKS

Classical liberals

Liberalism at Wit's End: the libertarian revolt against the modern state
by Stephen L. Newman
Cornell University Press, \$19.95
ISBN 0 8014 1747 3

For almost all its readers, Robert Nozick's *Anarchy, State and Utopia* (1974) came as a complete surprise. In that book, Nozick defended the minimum or nightwatchman state, restricted in its functions to the punishment of force and fraud and the provision of national defence, against all the dominant political ideals of the age - conservative, socialist and liberal. More, he defended the minimum state on grounds of justice and condemned the redistributive and welfare policies of modern government as violating individual rights. Nozick's brilliantly destructive argument provoked a variety of responses, ranging from Bismarckian outrage on the part of the guardians of leftist conventional wisdom to the baffled incomprehension of the ignorant majority of Anglo-American political theorists. The enduring effect of Nozick's book, nevertheless, was to put back on the intellectual agenda the political philosophy of classical liberalism after a century of neglect, and to challenge the intellectual and moral credentials of the dominant collectivist philosophies.

Nozick's views did not emerge *ex nihilo*, for all the bold originality with which he formulated them, but represented a distillation of the ideas generated in over a decade of activity of the American libertarian movement. The American libertarians come from a diversity of backgrounds - including the disciples of the economist Ludwig von Mises and of the novelist-philosopher Ayn Rand, the remnants of the individualist Old Right and disillusioned young conservatives - but they all share the twin goals of rolling back big government and rehabilitating the moral claims of capitalist enterprise. There is much that is distinctively American in this movement, but its intellectual pedigree encompasses the names of the great English and Scottish classical liberals and includes the contemporary exponents of the Austrian school of economics.

In *Liberalism at Wit's End*, Stephen Newman gives us the first reasonably complete account of the ideas, origins and history of the libertarian movement from which Nozick's book sprang. Newman's is an eminently useful book, whose eight chapters contain a well-informed and fair-minded survey of libertarian thought. He concentrates on the American scene, covering both the "minarchist" advocates of minimum government and the more utopian exponents of private-property anarchism such as Murray Rothbard and David Friedman, but he addresses also the con-

tributions of F. A. von Hayek in attempting a restatement of classical liberalism which meets the challenges posed by conservative philosophy. Few English readers can fail to come from reading Newman's book better informed about a lively and iconoclastic current in contemporary political thought.

Regrettably, Newman aspires to give us a critique as well as a survey of the new libertarian philosophy, and it is here that the book fails. His criticisms are predictable and banal, dwelling on dated themes of monopoly and market concentration, the supposed tendency of capitalist enterprise to promote a possessive individualist mentality and culture and invoking an incoherent dichotomy of property rights and human rights. These are all arguments which have been amply addressed in libertarian and classical liberal writings and to which there are plausible responses. Libertarians and classical liberals are on strong ground in analysing many of the dilemmas of modern government as issuing from interventionist policies which prop up established business interests, strangle new enterprises and enrich the middle classes. The classical liberal criticism is as much of the ugly 20th-century reality of corporatism as it is of socialist and collectivist fantasies. Newman gives insufficient attention to the hostility to present-day corporate capitalism which figures prominently in libertarian rhetoric and politics.

Aside from his chapter on Hayek, Newman focuses almost exclusively on libertarian writers who take their bearings from John Locke. He neglects almost entirely the important contributions of others - such as the economists James Buchanan and Gordon Tullock of the Public Choice School - whose debts are rather to Hobbes. Newman's neglect of such non-Lockean strands in current American classical liberal thought is, perhaps, not without significance, since it is these writers who are most sensitive to the insights of conservative philosophy - insights which have always posed the greatest challenge to the classical liberal vision and which are invaluable correctives to the chills of the outer fringes of libertarianism. Along with other critics of liberalism - Michael Sandel and Charles Taylor, for example - Newman's political perspective is a vaporous and barely coherent communitarianism whose real insights are all borrowed from conservative philosophy. Anyone who seeks real criticisms of the current effusion of classical liberal theorizing is, in virtue of the banality of Newman's effort, best advised to turn to the most reflective among the liberals themselves - above all, to Buchanan and Hayek - and to conservative and socialist thinkers whose criticisms extend to liberalism in all its variants.

John Gray

Dr Gray is a fellow of Jesus College, Oxford.

Routledge & Kegan Paul have issued Richard Schacht's book, *Nietzsche in paperback* at £9.95. Part of the series 'The Arguments of the Philosophers' this volume was first published in 1983.

Positivist leader

Frederic Harrison: the vocations of a positivist
by Martha S. Vogeler
Clarendon Press: Oxford University Press, £27.50
ISBN 0 19 824733 8

In 1848, Frederic Harrison, as a 17-year-old schoolboy, wrote to the *Daily News* condemning a regulation that compelled discharged hospital patients to write letters of gratitude for the care they had received. In January 1923, just before he died, he was sitting up in bed correcting the proofs of his latest book. For over seventy years, he led a vigorous life in the worlds of law, politics, ethics, literature and history. Harrison served on the 1867 Royal Commission on Trade Unions, was an examiner and professor of jurisprudence, became one of the first alienists on the London County Council and travelled in Europe, America, India and Russia. He was on Asquith's list of possible peers to swamp the House of Lords in the constitutional crisis of 1911. He lectured and wrote extensively, publishing forceful studies of Ruskin and early Victorian literature, among much else. His most popular work, still worth reading, was *The Choice of Books*, a collection of literary pieces. His self-confidence and the range of his activities were supported by the wealth of his stockbroking father. The family lived for a period at Sutton Place, the Tudor manor later owned by Paul Getty.

Positivism informed all Harrison's opinions. Encountering Comte's philosophy while a student at Oxford, he adopted it wholeheartedly and for the rest of his life was its principal exponent in England. He therefore held that scientific methodology should be applied to social thought and believed in the Religion of Humanity, not in theological or metaphysical systems. He wrote a dialogue for the *Fortnightly Review* in 1867 satirising Arnold's conception of culture, which he regarded as vague and over-refined compared to Comte's certainties. Even the heart and brain of Ruskin, one of his heroes, were warped by their saturation with "mystical theology", in contradiction to Comte's teaching that all things were relative in this human world.

Harrison finally assumed the leadership of the positivists in England in 1880, establishing their meeting place at Newton Hall in Fetter Lane. Busts of heroes of humanity were ranged round the pale green room, which had elevating slogans painted on its front wall and contained a small lending library, a piano, an organ and a lectern. His children were given the names of spiritual and temporal exemplars in Comte's Calendar; his eldest son, for example, was called Bernard Oliver after Saint Bernard of Clairvaux and Oliver Cromwell.

His multifarious interests brought Harrison into contact with many great contemporaries. He advised George Eliot on legal points in the plot of *Felix Holt*, the *Radical*. George Gissing was the private tutor of two of his sons. He was one of the mentors of Beatrice Potter before she married Sidney Webb. Hardy was a friend of long standing. But few have remembered him since

his death sixty years ago. As Martha Vogeler suggests, his earnestness of belief as a new discredited system of thought to the detriment of his account for his neglect today. It has always been stimulated by his own literary topics but I admit that it has not the insight and profundity of the great Victorian sages. Yet a study of the life and work of a man who touched on so many points of Victorian culture and society has long been needed - and here it is.

Martha Vogeler scrupulously assembles an immense number of details, covering every period and aspect of Harrison's long life. Beginning with a brief description of his visiting Comte in 1855 and a consideration of his "vocations" as a positivist, she carefully surveys his career in chronological stages up to 1914. She then has two chapters dealing with him as a man of letters and as an historian. Finally, looking at his life during the First World War and after, she sees him as a prophet whose warnings about German power were vindicated and as one who continued to believe in progress despite his dismay at the postwar scene. By adhering closely to detail, however, she sometimes makes it difficult for us to see Harrison's work in perspective. Clearer, more general summaries of positivism and Harrison's attitudes towards religion would have been helpful. But her book is a formidable and scholarly contribution to the study of Victorian thought.

Donald Hawes

Donald Hawes is head of the department of language and literature at the Polytechnic of North London.

Tactful approach to Mill

Happiness, Justice and Freedom: the moral and political philosophy of John Stuart Mill
by Fred R. Berger
University of California Press, £19.20
ISBN 0 520 04867 9

Fred Berger's book is about exactly what its subtitle says: "the moral and political philosophy of John Stuart Mill". It is, I think, the only book on the market which tackles exactly that - C. L. Ten and John Gray stick tightly to *On Liberty*, where Berger comes into the *Principles of Political Economy* and *Representative Government*; John Rawls's *The Principles of Justice* focuses on the way Mill's literary theory and his reading of French and German thinkers fed into his liberalism; and the focus of my *The Philosophy of John Stuart Mill* was on the connections between Mill's ethics and his philosophy of science. Berger sticks to the sufficiently daunting task of explicating Mill's defence of a utilitarian ethic, and his application of that ethic to issues of justice and freedom in social, political and economic matters. It is essentially a piece of philosophical reconstruction, though in these enlightened times Berger is not insensitive to the predicaments of Mill's historical situation.

Writing about John Stuart Mill is an enterprise which requires a certain kind of tact: one which is hard to describe, and harder still to practise. Mill is a writer who writes such obvious good sense on most topics that the commentator is sorely tempted to ignore or underplay those passages where he seems to contradict himself, or to adopt an illiberal political or social stance, or to talk complete nonsense about the status of causal laws, or whatever; on the other hand, Mill is frequently a careless - or at any rate an imprecise - writer, sometimes so much so that one is tempted to dismiss large tracts of his work as displaying a good heart but a soft head, a view which pretty much sums up the approach of John Plamenatz's *The English Utilitarians*.

Worse yet, Mill was not a professional philosopher but a professional administrator, a polemicist on all the great issues of the day, and a sort of one-man Open University, writing what he called "mental penmanship" to his pupils, and what Marx dismissed as "the compendiums of cog-



John Stuart Mill

fusedly "modern" opinion. Somehow, the writer on Mill needs to catch the flavour of Mill's ideas, clearing obscurities without succumbing to the temptation to patch up absolutely everything, and do so without bogging down in technical reconstructions of what Mill might have thought had he been pressed on the issue at a seminar in University College London in the 1960s.

Judged by these exacting standards, Fred Berger gets nine and a bit out of ten. His judgement seems to me to be absolutely sound; for instance, he chases Mill through a great many obscure remarks about the place of moral rules in moral argument, and just before the reader would weary of the chase confesses that Mill's statement of the issue is too obscure to put beyond doubt that Mill held a "strategic" conception of moral rules. The critic who holds that that was Mill's thought might hope to prove it from the texts, but must rely on the balance of interpretive probabilities. He is therefore perhaps somewhat less ingenious than, say John Gray, and Richard Wollheim have recently been - but to my eye, probably nearer to Mill's own thinking.

Again, his approach is a model of good-natured tact: he is quick to praise previous writers for their insights, reluctant to point out that they have sometimes been talking complete rubbish. It's a model of Mill-like virtue - not mindlessly so, but amicably so.

see whether a variety of different views can contribute to a satisfying account of Mill's work. Even where he is dealing with what I have always thought was the lunatic fringe of his misinterpretation, he is refreshingly courteous, which is a good deal more than can be said for those he criticizes.

I have a couple of doctrinal complaints and one stylistic or editorial one. Doctrinally, he seems to me to underestimate the oddity of Mill's moral theory if we interpret it as an account of the nature of duty as entailing that it is our duty to do what utilitarianism requires us to do, but not to do what utilitarianism requires us to do if it is not our duty to do what utilitarianism requires us to do. However hard I try to swallow this view, I still think that it clashes with our usual view that we punish people because what they have done is wrong, and that attempting to define wrongness by punishing people the whole topic back to front. Again, he seems to me to let Mill off the hook about just what happiness is: Mill's defence of utilitarianism as a rational ethic based on an empirical foundation must imply that happiness is something definite; but Mill's implicit claim that we do not really know what happiness is - a view he explicitly defends in his essay on Bentham.

Lastly, he seems to me to overstate the novelty of his attempt to explain *On Liberty* in terms of Mill's theory of justice; what he doesn't quite see, I think, is that a fair number of writers, Lyons, Ten and Gray among them, have in effect analysed *On Liberty* in such terms because, after all, they have analysed the essay in terms of Mill's theory of rights and Mill himself seems - in chapter five of *Utilitarianism* - to think that the basic matter of justice is the defence of rights. That's not to say that the details of his case are anything but novel and persuasive, only that he gives himself unusually in such a decorously written book - more credit than he ought for the discovery of the key.

Stylistically, the one weakness of the book is that where Berger seems to fight his way through some of the logical intricacies of recent analyses of Mill, the prose flags as the author does. I think, particularly, that the last twenty pages of the discussion of Mill's moral theory fall a little flat. In general, the writing is lucidly, briskly and persuasively written with a cheerful open-mindedness and from a staunchly liberal perspective which would have been entirely congenial to his subject. Struggling students and their instructors will be grateful to him for all that those who mind about the history of philosophy.

Alan Ryan

Alan Ryan is a fellow of New College, Oxford.

BOOKS

Big game

Wildlife Resources and Economic Development
by S. K. Eltringham
Wiley, £24.50
ISBN 0 471 90213 6

In the early Middle Ages the British view of the natural world was based on Old Testament exhortations to subdue the earth, which had been provided by God for the betterment of human life. Largely because of philosophers such as Jeremy Bentham, and the development of efficient, productive agriculture, the British gradually came to regard wildlife as a resource which had to be husbanded. Nineteenth-century imperialism spread these fruitful seeds to many corners of the Earth where wildlife was, and in many instances still is, regarded as existing for human benefit.

Keith Eltringham has had wide experience of wildlife conservation and the problems of its rational exploitation in many parts of the world, and has brought his expertise to bear on the subject of wildlife as a resource, whether to an affluent western hunter seeking a trophy for his wall, or to an indigenous bushman whose very existence depends on the availability of

wildlife. His book is a comprehensive survey of the many ways in which we need, or desire, wild animals about us.

Eltringham divides his subject into five main categories: the cropping of totally wild populations; wildlife ranching; possibilities in new domestications; the role of wildlife in the development of the social and economic life of the tourist; and the place of wildlife in the social and economic life of the aboriginal peoples. Rightly and properly, he includes all animals within the term wildlife - snails, insects and crustacea as well as the more usual fish, birds and mammals. Particularly interesting and valuable to me, as a teacher of applied ecology, are the numerous tables of annual catches and bags, together with the revenue raised from the sale of licences and carcasses (or their products). Readers unfamiliar with the principles of animal population dynamics and harvesting models are well served by an introductory, but not too technical, chapter on such matters.

Most exploitation of wildlife has been carried out through cropping - that is, from wild populations not subject to any form of management. Eltringham examines the problems of the whaling and sealing industries as well as the expanding krill fishery. On dry land he considers deer, kangaroos, vicuna, and, in some detail, African antelopes. Big game hunters have sought terrestrial mammals for centuries and certainly brought many species to the brink of extinction. Yet Eltringham argues that if sport hunting is banned, which many would wish to see, wild animals would lose their value and be more likely to be wiped out. The ban on all hunting in Kenya has resulted in hunting grounds now

vertebrates and a variety of invertebrate groups quickly followed the plants into the forest and then on to the land. This is the exciting world of Professor Dineley's book, which is both a global account of the Devonian system and an outline of geological principles in action.

In his introductory chapter, Dineley explains how the stratigraphic and palaeontological records can be evaluated in order to establish the Earth's history. Chapter two is concerned with Devonian rocks, the rates at which they accumulated, their facies (the sum total of features which characterize a sediment as having been deposited in a given environment), and the sedimentary environments they represent. Chapter three introduces the theory of plate tectonics and how processes acting within the Earth's crust seem to have shaped geological events at the surface. Chapter four concerns itself with the formal stratigraphical classification and subdivision of the Devonian and with the amount of time, as shown by radiometric dating, represented by the period. The account which follows of the various groups of organisms represented in Devonian sediments, highlights their value to stratigraphy and palaeogeographic reconstruction.

The next four chapters provide detailed accounts of the major faunal associations represented in the Devonian system. The Devonian period in the Earth's history lasted from about 410 to 360 million years ago. So far as the character of the surface of the Earth was concerned, it was a time of considerable diversity but also great change. There is evidence, just as we see in the world today, for deep oceans, mountain ranges, extensive shallow seas, deltas, coastal plains watered by rivers, and deserts.

New continents were being actively created by the fusion of pre-existing land masses, under the influence of large-scale, plate-tectonic movements. Great and rapid changes were consequently taking place in the character of life on Earth. Plants invaded the land in large numbers, diversifying rapidly and increasing steadily in size from moss-like forms at the beginning of the period to structures the size of trees by the end. With the establishment of this key portion of the food chain, the

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Flexible models

Computational Methods for Partial Differential Equations
by E. H. Twissell
Ellis Horwood, Wiley, £27.50
ISBN 0 85312 383 7

Numerical methods are an invaluable tool for solving the partial differential equations (PDEs) that arise as models in a range of applications as diverse as theoretical physics, fluid dynamics, structural engineering and mathematical biology. The traditional means of solving these problems is by finite difference methods (FDMs), whereby an approximation to the solution is sought at a finite number of points, with the expectation that the accuracy would increase with the growth of the number of points used. It is an extremely flexible technique that has been used with great success throughout this century.

The supremacy of FDMs was challenged by the emergence of the finite element method (FEM) from the structural engineering community during the 1950s. In this method the

having no value, as they are, and always were, unsuitable for agriculture. The game, they yet contain attracts poachers who use inhumane means to capture and kill, with no need to rational exploitation. The black market in a huge range of banned animal products flourishes as a result, and only the poachers and middlemen benefit.

In some parts of the world, wildlife ranching is becoming popular and Eltringham examines in some detail the case-histories of the Glenaugh experimental red deer farm in Scotland and the Kenya Wildlife Management project at Galana. Both give promising results, and indicate that native game is often better suited to a particular area than imported species.

It is difficult not to be pessimistic about the future of wildlife, and Eltringham tries bravely - but not too convincingly - to be optimistic. He is encouraged by signs of increasing public awareness of the value of wildlife, but depressed by the frightening rate of increase in the world's human population. Only too recently, in Ethiopia and elsewhere in Africa, we have witnessed the collapse of the fragile balance between man and the natural world. But what emerges from the book is the enormous and vibrant potential for mankind that exists in the world's diverse wildlife. How far we, and our heirs and successors can utilize that potential depends on the strength of our collective restraint.

Michael Stoddart

Michael Stoddart is professor of zoology at the University of Tasmania, Australia.

man: the Old Red Sandstone continental deposits (aeolian, fluvial, lacustrine), the coastal, deltaic and shallow-marine sediments of the great epicritic (shallow) seas, the carbonate and evaporite sediments formed in the warmer parts of the Devonian world, and finally the deep-water sediments of the Devonian oceans. A final chapter providing a review of world geology in the Devonian period is followed by a short list of references, an author index, a list of fossil genera and species, and a detailed subject index. Generally speaking, the line illustrations are apt and well presented, but what a pity that the book includes not one photograph of a Devonian section. It is at the very least a brave man who these days dares to examine a whole geological system on a global scale. Although Professor Dineley's book successfully captures the stronger elements that make up the flavour of the Devonian, its more subtle features, and its more controversial features, have had to be omitted in the interest of brevity. This means that, although the book could be read with profit by advanced undergraduates, readers searching for a more authoritative account may feel disappointed.

J. R. L. Allen

J. R. L. Allen is professor of geology at the University of Reading.

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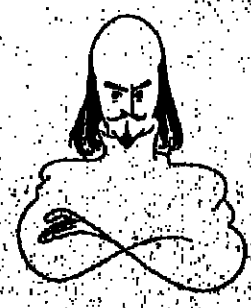
D. F. Griffiths is senior lecturer in mathematical sciences at the University of Dundee.

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BOOKS

Shifting alliances

Georges Cuvier: vocation, science and authority in post-revolutionary France by Dorinda Outram
Manchester University Press, £25.00
ISBN 0 7190 1077 2

History has not been kind to Georges Cuvier (1769-1832) - natural historian, comparative anatomist, palaeontologist and geologist. He has variously been portrayed as a rigid biblical literalist, a man whose hunger for power knew no bounds; or as the persecutor of Lamarck, the martyred "precursor" of Charles Darwin. Typically, historians of science have viewed Cuvier as a worthy, if over-worldly, naturalist, who hampered scientific progress by opposing transformist ideas - namely, that species had gradually evolved over aeons of time.

Dorinda Outram has set out to put the record straight, dismiss the stereotypes and provide an empirically sound alternative account. She carefully reconstructs Cuvier's life and scientific career, although this is by no means a full-scale personal or intellectual biography. She also reveals the extent to which historians of science have become trapped within the mythologies of science constructed during Cuvier's time. But most important, she delves into the context of science in early nineteenth-century France in search of the historical conditions which produced the culture and politics of the time. As a result, a different picture of Cuvier and his contemporaries emerges, which emphasizes the contingencies and stresses of scientific careers in a society of rapidly shifting alliances.

According to Outram, the notions commonly used to explain the features of early nineteenth-century French science are simply inadequate. She is particularly critical of the use of "professionalization" to describe changes in the nature of the scientific community and of the over-concentration on institutions. Power was a matter of negotiations between individuals and hence we should examine such key phenomena as patronage and vocation. The emphasis of Outram's book is such that questions relating to politics and power are brought to the forefront. Rather than assuming that power can be divided into distinct domains, she looks in detail at a community, which it so happens included scientists, politicians, educators, civil servants and other elites. In this way, by showing the step-by-step formation of patronage networks in specific settings, she successfully avoids the common pitfall of portraying science as somehow separate from the society which produces it.

Thus, she reveals the senses in which Cuvier was a political figure. He was someone who received and gave patronage in a highly self-conscious way who held government posts, who wrote for and taught non-specialist



Georges Cuvier.

audiences and was thereby concerned to create a particular public image for scientific activity. The book contains, in fact, a number of interesting comments on popularization in general, and on Cuvier's position on the dissemination of specialist knowledge to the public in particular. Popularization has been relatively little studied, yet it is a topic of great importance for an understanding of the public face of science and how it has been historically constructed - issues which particularly concerned Cuvier.

Outram demonstrates the ways in which the apparently diverse aspects of Cuvier's life fitted together. There can be no doubt that self-interest motivated much of his behaviour, but Outram is at pains to show how many obstacles Cuvier had to overcome and how precarious his career really was. This entails understanding the goals to which he was committed. Cuvier's ideology is presented as having been heavily influenced by his early education in Stuttgart (1784-88), as a result of which he became imbued with what Outram identifies as "cosmopolitanism" - an ideal of objectivity derived from universal natural laws to which the contingencies of social and political life were peripheral. An integral part of the strategy of the book is the playing down of Cuvier's own religious convictions, achieved through a discussion of one of his best known writings, *Discours Préliminaire sur les Révolutions du Globe* (1812). This is one of the less successful sections of the book, which generally shows greater skill in political and social history than in the examination of ideas.

Georges Cuvier has much to offer both to those specializing in science and to general historians for its careful use of evidence, its historiographical awareness and its refusal to treat science as an autonomous domain of human activity. And, if Outram has not shown Cuvier to be more likeable, she certainly allows us to understand him more fully.

L. J. Jordanova

L. J. Jordanova is lecturer in history at the University of Essex. Her book on "Lamarck" has just been published by Oxford University Press's Past Masters series.

Medical milieu

Science and Medicine in France: the emergence of experimental physiology, 1790-1855 by John E. Lesch
Harvard University Press, £21.25
ISBN 0 674 79400 1

Walking along the Rue Claude Bernard in Paris, it is all but impossible to overlook graffiti loudly protesting against animal experimentation. Perhaps only its proximity to the École de Médecine drew those wielding cane spray-paint to this particular street, but the historical irony of their choice could not be keener. Bernard's canonical *Introduction to the Study of Experimental Medicine* (1865), which celebrated the value of laboratory experimentation on living animals, outlined a model of biomedical research that now has been hegemonic for a century. Examining the inception of the experimental tradition to which Bernard gave voice - a new way of gaining information about life processes - is the ambition underlying John Lesch's study.

Clear foretokens of experimental physiology, such as Xavier Bichat's investigations on the mechanisms of violent death, appeared in France in the immediate wake of the Revolution. But it was during the first two decades of the nineteenth century that experimentalism became the distinguishing hallmark of the emerging form of physiology. François Magendie, the leading actor in Lesch's script, exemplified this new approach, and demonstrated its power in his manipulation of animal life to reveal ordinary functioning; his use of newly-discovered che-

micals to understand bodily functions and alter them therapeutically (laying the foundations for experimental pharmacology); and his consideration of the lesions and functional disturbances produced in disease as spontaneous physiological experiments. By the 1840s, the early years of Bernard's active career, experimentalism was widely recognized in France as the most powerful method of physiological inquiry. This medically-grounded physiology was the conduit through which the experimental ideal was infused into biology.

Lesch's distinctive achievement is to explain how and why experimental physiology developed when it did and in Paris. His explanation turns upon the proposition that experimental physiology was conceptually and materially supported by the singular medical environment of Paris, the unmistakable centre of European medicine in the half century following the Revolution. The hospital medicine that flourished there championed the production of knowledge by close, empirical scrutiny of the patient's body - its symptoms while living and lesions once dead. Rather than accepting traditional wisdom that experimental work was pursued only in spite of this dominant clinical current, Lesch shows how experimentalism was shaped and encouraged by its medical milieu.

This supportive relationship went well beyond the simple fact that most physiologists were medically trained and occupied positions in medical institutions. For example, physiological practice owed a heavy debt to surgery. With boldness and technique informed by their surgical training, experimental physiologists wrested knowledge from the organism by direct surgical interference with life processes. The physiologist also relied on the clinician for pathological information about the natural experiments performed by disease, and upon

access to living hospital patients to test new chemical compounds. Parisian experimentalists further shared the characteristic empiricist and anti-theoretical attitude of their clinical counterparts.

Lesch tends to regard the appeal of experimentalism and its worth as self-evident. Although he supplies sometimes tedious detail about technical disputes among experimentalists, he does little to analyse explicitly their underlying epistemological commitments. Nor does he explore the ideas of contemporary critics who believed the firmest foundation for the biomedical sciences lay elsewhere. For example, he dismisses clinicians' scepticism about experimental physiology's pretensions as simple opposition to science itself, tacitly identifying the laboratory with science and the clinic with art. On the contrary, it was precisely during these decades that Parisian clinicians were creating an aggressively scientific medicine of their own, a science of life and death based upon rigorous empirical observation at the bedside and autopsy table.

In the final analysis, it is Lesch's disinclination to take seriously those critics who saw experimentation as a doubtfully fitting model for biomedical inquiry that makes this important book seem wanting. The positive growth of the experimental ideal is skilfully analysed, but how Bernard or Magendie staved off scientifically respectable criticism - or how they would respond to a message scrawled on a Rue Claude Bernard litter bin proclaiming "Visitation, Sadisme, Inutilité!" - remains unprobed.

John Harley Warner

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Helping his race

Black Apollo of Science: the life of Ernest Everett Just by Kenneth R. Manning
Oxford University Press, £27.00
ISBN 0 19 503299 3

In 1927 *American Men of Science* listed E. E. Just (1883-1941) as one of the top 40 zoologists in the United States. The eminent biologist F. R. Lillie regarded him in 1925 as the world authority on the process of fertilization. Yet even as a full professor, Just never had a technician or secretary and had to teach up to 30 hours per week. This was no anomaly; E. E. Just was blind.

The son of an alcoholic father and a strong ambitious mother, Just survived the poverty of his southern childhood to go to a northern grammar school, and subsequently to the prestigious, largely white Dartmouth College where he won academic honours. By World War I, he was a professor at the top black institution, Howard University, and had received his PhD in zoology with Lillie at the University of Chicago. With very poor facilities for research at Howard, Just spent every summer during the 1920s at the Marine Biological Laboratory in Woods Hole where he acquired a reputation as an outstanding experimentalist. But by the end of the decade the Howard administration had become so unsympathetic to his attempt to build a research career that Just was desperate to get out.

Repeated attempts to secure a post elsewhere failed before a five-year grant to Howard's zoology department from the Rockefeller Foundation finally enabled Just to visit the Naples Zoological Station and other European centres. There he enjoyed the kind of professional recognition which had been persistently denied him in the United States. Indeed, so delighted was Just with this reception that he resolved in the early 1930s to seek a research career in Europe, despite the depression and the rise of fascism. His self-confidence renewed, Just increasingly distanced himself from Howard during the 1930s and became more outspoken in his criticism of those American scientific institutions which had excluded him. American philanthropy, he felt, at least owed him the financial support which would allow him a career in Europe. But his efforts to find a sponsor failed, and eventually, the Nazi occupation of



Ernest Everett Just.

France forced him to return in poor health to the United States, where he died soon after.

The central theme of Kenneth Manning's narrative is Just's tragic struggle to advance his career against heavy odds. In rejecting the conventional roles open to a black in the segregated scientific community of the inter-war period, Just encountered obstacles at every turn. Although he could easily have found success as a physician practicing in the black community, Just was by personality and talent an intellectual; medicine was too narrow, and at school and college he opted instead to study classics. At Howard he refused to abandon research in order to seek certain promotion via the administrative career ladder. Furthermore, Just's family and professional life were in constant conflict. He had a small circle of friends among his white colleagues, but his proud upper-middle-class black wife had no wish to move to white circles. On the sole occasion when he managed to convince her to join him for the summer at

Woods Hole, she and the children were subjected to racial insults, despite the generally tolerant atmosphere at the Marine Biological Laboratory. Moreover, each time Just sought to escape from Howard, he was thwarted not only by racial prejudice but even by his friends and liberal philanthropists. For the latter felt that Just should remain in the United States "helping his race". The foundations believed that the most effective way to help the black minority was to aid black educational institutions, not to sponsor gifted individuals. Just belonged at Howard improving its teaching programme, not building a career abroad.

But Europe seemed to be his only hope. There Just found not only friendship from colleagues who shared his cultural and philosophical interests but also professional honour. In 1930, for example, he was the first American scientist to be invited by the Kaiser Wilhelm Institute for Biology in Berlin for an extended research visit. In an atmosphere relatively free of racism, he developed close and satisfying relationships with two European women, both of them intellectuals and survivors of his work. In these years, however, Just's research became theoretically much more ambitious, and he launched a critique of reductionist genetics from a philosophically-informed analysis of embryological development. Unfortunately Manning tells us rather little about the reception of this later phase of Just's work, except to hint that American biologists were less tolerant of his theorizing than were Europeans. Recent work suggests that this pattern may have been quite typical for the period; given distinctive biological traditions in the United States and Europe.

Biography at its best can be an ideal medium for synthesis. Drawing upon psychology, history and sociology, it can bridge the gap between the concrete events of a human life and the intangible structural forces of society. Kenneth Manning has not merely rescued Just from oblivion; he has succeeded in placing Just's life in context, and he has told a fascinating story.

Jonathan Harwood

Jonathan Harwood is lecturer in the department of science and technology policy at the University of Manchester.

A collection of essays on *The Medical Renaissance of the Sixteenth Century* has been edited by A. Wear, R. K. French and L. G. Lohr and published by Cambridge University Press at £35.00.

BOOKS

ENGLISH

A past master

Chaucer by George Kane
Oxford University Press, £7.95 and £11.95
ISBN 0 19 287596 5 and 287595 7
An Introduction to Chaucer by Derek Brewer
Longman, £5.95
ISBN 0 582 49356 0
Chaucer and the Poets: an essay on Troilus and Criseyde by Winthrop Wetherbee
Cornell University Press, £18.65
ISBN 0 8014 1684 1

These three books on Chaucer are aimed at three very different audiences. George Kane's book is designed for that mysterious entity, the "general reader", whose chief characteristics are that he knows nothing (even the quotations from Chaucer are translated) and is eager to know everything. It is certainly a book that will appeal to those who like short books. Its appearance occasions some surprise - not that Chaucer should get into the useful "Past Masters" series, but that the distinguished and strenuous editor of *Piers Plowman* should be found exercising himself in these surroundings, as if a marathon runner should be found entered for the 60-metre dash. It is hard to know what Kane could have been expected to do, with so many possible things to say and so small a space to say them in.

In the event, he crams in an enormous amount: an excellent life and times, with welcome emphasis on the serious and responsible nature of Chaucer's employment in the government service; a clear impression of Chaucer's intellectual background and reading, especially his dependence on anthologies and compilations; a good account of his "sensational" debut as a poet in *The Book of the Duchess*, and of the subsequently important influence of Dante and the Italians in moulding his ideas of the poet's role. In his account of the poems, Kane keeps for the most part to the orthodoxes of praise for Chaucer's "phenomenal insight into the underlying motives of human action and their expression as behaviour", adding principally a rather staid sense of Chaucer as a poet concerned with questions of morality, especially sexual morality. "Chaucer's poetry", says Kane, "exhibits a progressively stronger revolution from idealization of the sex relationship" to "a sexual attachment to the point of obsession". "A sexual attachment to the point of obsession" is a phrase which seems to disturb the personality. Kane pays some lip-service to the Donaldsonian notion of the Chaucerian narrator, and the withholding from the "rigour of judgement", but leads us to want to make judgements of a fairly magisterial kind.

Derek Brewer's new book, though much longer than Kane's, is in a way more "introductory", and will certainly find its way onto many undergraduate reading-lists and into many sixth-form libraries. The quotations are glossed, and the text is broken up into sections with prominent side-headings, which I take to be a device intended to aid the inexperienced reader. There are, as in Kane, no footnotes, and no reference to other works except in the bibliography. The manner is leisurely and explanatory, the account of the biographical and social background is done in the broadly anecdotal manner in the English tradition of popular social history, and the works themselves are all individually treated, with full summaries of the stories accompanied by pleasantly conversational commentary.

Brewer is of course the *doyen* of English Chaucerians, and this book is the latest in a long series that he has written, edited or published on the poet. Drawing on earlier writing, but with much added material, it is as benign and readable as ever "old-fashioned" (or traditional) in its approach and convictions but with much of that openness of mind and generous receptiveness to new ideas which kept Brewer's interest in Chaucer lively. It is not a "moral"

reading of Chaucer, though Brewer's touch is most instinctive where he feels that a poem moves toward some centrally affirmative and humane resolution, as in the Franklin's Tale. Most striking, as always, is the honesty and transparency of the references out from the study of literature to the experience of life. In such cases, Brewer will often use "we" when generalizing his own personal and moral views, as if modern English society were an integrated whole; some will disagree with him, but they will know where they stand.

Winthrop Wetherbee, by contrast with Kane and Brewer, is writing more or less exclusively for those readers who read books on Chaucer. Appropriately, his book is about the books that Chaucer would have expected his readers to have read in order to read properly his book on *Troilus*: "Chaucer places his medieval version of a pagan love story in a context of allusions to classical epic which deepen and complicate its meaning". The Vergilian perspective, for instance, reveals how Chaucer creates a Troy forgetful of the realities of war and time, where the lovers may pursue their "false" love. The manner in which the narrator lives through his experience of the pagan world and wins through to a Christian understanding is given added significance by Dante's account of the "conversion" of Statius in *Purgatorio* 25: *Troilus's* ascent shadows the narrator's. A whole series of (supposed) allusions to Dante in Book Three are parodic, invoking moments of enlightenment in Dante not shared by the narrator and thus giving added depth to the rendering of the universe of paganism.

More specifically, the invocation of *Thespis* at the beginning of *Troilus* reminds us of the episode in Statius's *Thebaid* where Oedipus calls upon

Thespis to curse his progeny: the implication is of a dire outcome for Chaucer's story. Allusions to *Progne* as Vergil ushers Dante into *Purgatorio* and as Pandarus sets off to see Criseyde enable us to "contrast Pandarus's mission with Vergil's", this is not the world of the *Commedia*, and the quest on which we are embarked is not a spiritual one; Pandarus is not Vergil, and the realm into which we are being led, with Criseyde at its centre, is not *Purgatorio*. True enough; but there is no great enlightenment in being told that two things, one would not have dreamt of comparing, are not alike.

With all its many subtle and suggestive comments, therefore, and with two excellent chapters (on Criseyde, and on *Troilus*) which barely mention other poets, Wetherbee's book is radically flawed. He assumes the existence of borrowings and allusions which a recent book by Howard Schless shows to be, many of them, dubious; he supposes Chaucer's knowledge of the classical poets to be "as extensive and profound as Dante's", a supposition which is simply not demonstrable; he eliminates the surface level of the narrative completely, by treating the narrator in Donaldson's way as a totally independent character, thus allowing himself, with his extensive knowledge of the classical poets, free play in the hitherto undisturbed undergrowth of allusion. As a technique of literary interpretation, Wetherbee's method differs hardly at all from patristic criticism: St Augustine is simply replaced by Vergil, Statius, Dante.

Derek Pearsall

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Fiction before the novel

English Prose Fiction 1550-1700: a critical history by Paul Salzman
Clarendon Press: Oxford University Press, £25.00
ISBN 0 19 812803 3

"An overview of such a large area of literature is not simply a case of the indefatigable in pursuit of the unreadable. A little-known area needs the services of a cartographer before critics, theorists, students, and readers in general can claim it for their various uses". In this modest *apologie*, curiously reserved for almost the last page of his book, Paul Salzman offers a utilitarian justification for his work. As the map-maker delineates territory, distinguishing its features and marks available routes through it, so it is Dr Salzman's business to define the country of Elizabethan and Stuart prose fiction, to describe its landscape and to indicate how we may move either chronologically or generically from one text to another.

This was a task well worth undertaking, for no such historical map was previously available. Prose fiction between Malory and Defoe is, as Dr Salzman claims, a largely uncharted area, particularly as far as the 17th century is concerned. We know of the main writers and practitioners and that the genre underwent a transition so radical as to be a transformation, but of the host of minor writers and the stages by which the late medieval and Renaissance romance became the early modern novel we know surprisingly little. All future students of the period will be grateful to the diligence and industry which has enabled Dr Salzman now to describe these matters in such detail.

He surveys the whole range of prose which may reasonably be called fictional, from the early Elizabethan novella to the late Restoration pieces of Alexander, Oldys and William Congreve. He signposts not only the authorial highways of Sidney and Lyly, Deloney and Nashe, Bunyan and Behn, and the generic meadows of courtly romance and popular realism, but also the "B" roads of jestbook, chapbook, chivalric biography and imaginary voyage, the cross-channel

links with the French *roman d'aventure*, heroic romance, *nouvelle historique* and *nouvelle galante*, and the longer flights to Spanish picaresque. An appended bibliography of "all known extant works of fiction" published during the period, though perhaps not quite exhaustive - should not a text like Richard Baxter's *Poor Man's Family Book* (1674) find a place in it? - does offer us a far greater choice of destinations than any earlier literary survey.

To complete so comprehensive a survey within reasonable compass Dr Salzman has had to deny himself some things, notably contextual matters. The contribution of Puritanism to the development of realism and psychological characterization is not pursued (Bunyan is, indeed, considered in almost complete isolation from his religious tradition), nor are the brevity, anti-romantic tone and intrusive ironic narrators of Restoration novelists discussed in terms of the age's increasing scepticism, rationalism and materialism. And, although we are alerted to their significance, there is no detailed art of the spread of literary or of the social composition of the fiction-reading public.

Nor can Dr Salzman dilate at equal length upon all his texts. He has chosen to give less space to the major figures (Sidney, for example, receives but nine pages), at times appear flat and sketchy, the choice was nevertheless a wise one, for it frees him to bring to our attention little known fictions and to rehabilitate unjustly neglected or derided ones. His catholic taste recommends such eccentric pieces as Margaret Cavendish's *Blazing World* (1666) and such seemingly formless compilations as *The English Rogue* (1665-71), but is most interesting in its response to the "pressure of reality" upon the "feminist reading of the form" in Mary Wroth's *Urania* (1621) and the anonymous royalist romance *The Princess Cleora* (1661), which he attributes to the Catholic "malignant" Sir Percy Herbert. He convincingly shows that the form was not nearly so played out as we might have supposed, his real response to contemporary experience.

Finally, the publisher is to be commended for helpfully printing at the foot of the page annotation which is a very compendium of relevant secondary material.

N. H. Keeble

Dr Keeble is lecturer in English studies at the University of Stirling.

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BOOKS

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Critical divisions

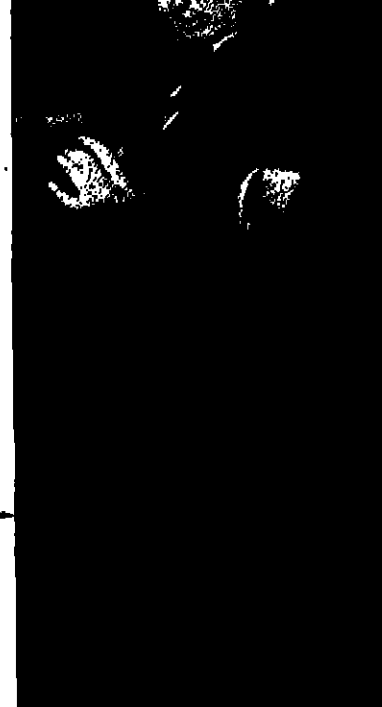
The Correspondent Breeze: essays on English Romanticism by M. H. Abrams
Norton, £19.95
ISBN 0 393 01837 7
Romanticism and Language edited by Arden Reed
Methuen, £9.95
ISBN 0 416 38980 5

The reader of these two books on Romantic poetry is caught between Scylla and Charybdis. On one side is Professor Abrams, rock solid, with his utterly dependable, beautifully written historical criticism, believing, as Lawrence Lipking has written, "in history, evidence, reason, meaning, authors, texts, himself". He stands, we are told in the introduction, opposed to those critical theorists who find nourishment in viewing "an event in a text as the shifting of a persona across the borders of a semantic field"; and, as if on cue, these theorists appear, in Arden Reed's collection of essays which "seek to displace our understanding of literature as a representational art form in order to characterize the message and interference of the text". This is in order to "raise questions about the texture of Romantic literature, about its intertextual relations, and about the irreducibility of the signs in which Romantic thought is encoded".

There could be no clearer examples of our current critical divisions than these two books, and the fact that they are both concerned with Romanticism is no accident. Romantic poetry is itself so various, so fertile in suggestion and reference, that it can fruitfully be approached in a number of different ways. It can be seen, as Professor Abrams has most nobly and notably done, as an outstanding period of literary history; or it can be seen as a number of astonishing texts, whose indeterminacy of meaning is a godsend to the practitioners of post-structuralist criticism. Not so long ago, the New Critics were inclined to emphasize the autonomous and unified qualities of a successful poem; now the most fashionable readings suggest difference and intertextuality, providing interpretations which, in Professor Reed's words, "stage no reconciliation".

Professor Abrams's essays, collected here, are the side-channels to his twin-towered edifice of *The Mirror and the Lamp* and *Natural Supernaturalism* (the image comes from the felicitous introduction by Jack Stillinger). Most of them are well known, but not all of them are easily accessible, and their collection into one volume is welcome. "English Romanticism: the spirit of the age", for instance, still seems the best account that has so far been written of the influence of the French Revolution on English poetry, and not every library possesses *Romanticism Reconsidered*, where it appeared in 1963. The large canvas, the grand overview, is what suits Professor Abrams best: he is extraordinarily skilful in assembling a great deal of material to bear on a subject, without losing sight of the main lines of development. All sorts of detail is present, but the reader never feels that he cannot see the wood for the trees.

Professor Reed and his colleagues go in for new ideologies and new styles. Sometimes this is exciting: reading the essays can be like steering towards the whirlpool for a dare. At



Wordsworth, by B. R. Haydon

other times, the novelty irritates. Richard Macksey's essay on Keats, for instance, has a pretentious way of saying something which is not very original, in spite of the interesting comparison with Wallace Stevens. Mary Jacobus's essay on Romantic prose, on the other hand, is incisive about Lamb and Hazlitt, and relates both to Wordsworth in a way which is new and helpful. Also original is Professor Reed's own curious and punning on "Rime/Rhyme". Puns and other verbal homologies are important in this collection, *après tout*: Frances Ferguson, for example, notes Shelley's "Arve raves" in *Mont Blanc*, and Jerome Christensen plays on property and propriety in an essay on Coleridge. Such puns are the new look of the critic: they contain twists and turns of meaning, give a leverage to indeterminacies, allow a state of negative interpretation. Such negatives are important too: Timothy Bahl, in his essay on "Wordsworth's Rhetorical Theory", deals at one point with the same "correspondent breeze" image used by Professor Abrams in a famous essay, and for Bahl it shows "the negativity of Wordsworth's language, grammatical and rhetorical forms of negation and qualification that undercut the representation of a single, identifiable meaning". Such an undercutting of representation is a common feature of many of these essays: they transform questions of narrative into questions of grammar and syntax. Susan Wolfson, for instance, spectacularly alters Keats's "Ode on a Grecian Urn" in this direction, asking "What nouns and verbs are these?"

The question is not as dull as it sounds. It points to a concern for the text which, at its best, leads to some close, intricate, and successful readings of specific passages. It is perhaps inevitable, given these particular Romantic poems, that these readings are all firmly directed towards indeterminacy, towards a condition in which the reader "is forced to oscillate between the alternatives in a perpetual either/or". It's a funny phrase that "forced to oscillate": typical of a kind of benign authoritarianism which governs this volume, an almost aggressive certainty about uncertainty. The use of what Derrida called "undecidability" is evoked by Professor Reed in this essay, and one of the curiosities of this volume is that the contributors should be so decided about it. But indeterminacy, by its very nature, makes for exciting reading; and the student of Romantic poetry would do well to keep both of these books in mind, steering between them with what common-sense and care he can muster.

J. R. Watson

J. R. Watson is professor of English at the University of Durham.

Opinion and poetry

Wordsworth's Second Nature: a study of the poetry and politics by James K. Chandler
University of Chicago Press, £27.50 and £13.75
ISBN 0 226 10080 4 and 10081 2

In 1833 Wordsworth told an American visitor that "although he was known to the world only as a poet, he had given twelve hours thought to the condition and prospects of society for one, to poetry". Not true, I suspect, but Wordsworth makes his point: he was always interested in social structures, in how things were effected through power and ideology. "In short, in politics: How could he not be? In youth he was an eye-witness to revolutionary France, at home an associate of notorious radicals, bold to declare himself one of that odious class of men called democrats". In later life he moved into the very circles he had inveighed against. He campaigned for Lord Lansdale, mingled with minor aristocracy and bishops and supplied with the Master of Trinity, his brother. He had been born a little later: Wordsworth would surely have been on Plantagenet Palliser's guest list.

However, much he might protest to his old radical friend Coleridge that he had remained true to his principles, it was a considerable political journey from the sentiments of the *Letter to the Bishop of Landaff* to the conviction recorded

by Orville Dewey that the people "are not fit to govern themselves". But the relation between this and Wordsworth's poetical journey has never been clear. The received view seems to be that Wordsworth's first creative period, roughly 1790-1796, was as dominated by left-wing politics as his third period from roughly 1807 onwards was by those of the right, and that in both the politics damaged the poetry. Only in the "great decade" in between was Wordsworth true to his poetic genius. This Wordsworth, so the story goes, withdrew, like Coleridge, almost totally from the consideration of immediate causes, which are infinitely complex and uncertain, to muse on fundamental and general causes, and in so doing produced his finest work.

There is much truth in this account, of course, but it promotes two unhelpful ideas, namely, that Wordsworth's poetry being visionary and/or internalized is thus apolitical, and that right-wing views in politics and religion, are, despite the contrary evidence of Yeats and Eliot, a blight on imagination. It is the strength of James Chandler's fine book that he refuses to accept this account of Wordsworth's creative periods. In his view Wordsworth continued throughout the great decade the process of political thought begun in his radical years, only now subjecting his earlier self to a revisionary reappraisal.

The agent for this reappraisal was Burke. Wordsworth may have attacked Burke covertly in the *Letter to the Bishop of Landaff*, but so steeped was he in Burkean language and thought that as he examined the radical position in the late 1790s it was Burke's concepts that assisted Wordsworth to

formulate his own profound and considered conservative position. For Burke "Man, in his moral nature, becomes as he progresses through life, a creature of prejudice – a creature of opinions – a creature of habits, and of sentiments growing out of them. These form our second nature...". So for Wordsworth, *The Prelude* thus becomes both a testimony to the saving power of man's "second nature" and a conscious articulation of the case against everything that the earlier independent Wordsworth had believed in. *The Prelude* to *Duty* and the *Intimations Ode* are not laments for lost innocence and power but recognitions of a greater strength. *Michael* is not a poem about Nature, but about second nature: those habits and affections which bind us to our kind and to the past.

In drawing out the implications of Wordsworth's deep feeling for the past Chandler succeeds in illuminating individual poems and in demonstrating the coherence of Wordsworth's development. His book, however, serves another valuable, if perhaps unintended, purpose. Contemporary reviewers reacted to *something* unsettlingly radical in *Lyonesse*, *Belinda*, *Preface* and *Poems*. In *Two Volumes*, Chandler's argument from 1798 was essentially dismissed as unsound. Now, 27 years later, perhaps mellowed by time or led to reconsider his position while editing the Penguin *Dante*, Smith is reworking material from that essay in an extended study of Wordsworth's love poetry in which Donne plays a central role, has reversed his initial position. Now Donne in "The Extasie" and elsewhere "imaginatively transforms the rhetorical possibility into lived experience": his poems dramatize "the process of arriving at a

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BOOKS

ENGLISH

Love interest

Victorian Women's Fiction: marriage, freedom and the individual by Shirley Foster
Croom Helm, £17.95
ISBN 0 7099 1031 2

Eros and Psyche: the representation of personality in Charlotte Brontë, Charles Dickens, and George Eliot by Karen Chase
Methuen, £12.95 and £5.95
ISBN 0 416 365108 and 36520 5
Charlotte Brontë and Sexuality by John Maynard
Cambridge University Press, £19.50
ISBN 0 521 26181 3

In his autobiography Trollope recorded how difficult it was to make a novel "interesting or successful" without including a romantic element in the story. "I tried it once with *Miss Mackenzie*", he observes ruefully, "but I had to make her fall in love at last". Not every novelist felt quite as constrained by popular taste as Trollope did, but none the less they were all fascinated by love, as, obviously, are many of their modern critics. Romance, the guises it can assume, and the fictional strategies novelists adopted when writing about it are all prominent concerns in these three books.

Shirley Foster's aim in *Victorian Women's Fiction* is to disclose the conflict felt by certain women novelists between "matrimonial ideologies" and the aspirations that often made a life of singleness seem an enticing alternative to marriage. Foster outlines the social and ideological framework within which these writers were working, and then concentrates on individual cases. Separate chapters are devoted to well-known figures (Charlotte Brontë, Mrs Gaskell and George Eliot) and also to the less familiar, namely Mrs Craik and Elizabeth Sewall. By treating major and minor writers alongside one another, Foster brings out the variety of response to be found in "female fiction", and she amplifies this further by looking briefly at the "more extreme positions" enunciated by people like Julia Kavanagh, Geraldine Jewsbury, and Charlotte Yonge, a writer who managed to envisage contentment, rather than misery, as the spinster's lot.

In some respects, the lesser known writers emerge as the more daring.

Sense and spirit

The Metaphysics of Love studies in Renaissance love poetry from Dante to Milton by A. J. Smith
Cambridge University Press, £25.00
ISBN 0 521 25908 6

In 1938 A. J. Smith published an influential, much anthologized article on Donne's "The Extasie", entitled "The Metaphysics of Love", in which Donne's wit was seen as a "dressing-up of received positions", a skilful and uninvolved presentation of Renaissance commonplace. The scholar's role, Smith argued then, was with rigorous and patient discipline "to establish a full technical context, to trace material sources", anything beyond the material, any talk of poems as "the record of an intense personal experience" was "beyond" (the pale, summarily dismissed as unsound). Now, 27 years later, perhaps mellowed by time or led to reconsider his position while editing the Penguin *Dante*, Smith is reworking material from that essay in an extended study of Wordsworth's love poetry in which Donne plays a central role, has reversed his initial position. Now Donne in "The Extasie" and elsewhere "imaginatively transforms the rhetorical possibility into lived experience": his poems dramatize "the process of arriving at a

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Foster contends that Sewall's direct examination of the single woman's possibilities was more relevant to her contemporaries than Brontë's *Villette*. And a writer like Mrs Gaskell is shown to treat spinsterhood with power and originality, not in her major novels, but in smaller scale works – *Cranford*, *Cousin Phillis*, and a handful of short pieces narrated by unmarried women whose activity as storytellers is said to mitigate the pains of personal isolation. Foster argues points like these convincingly, drawing on letters, diaries and other non-fictional material to demonstrate how personal experiences affected the views individual writers expressed in their fiction. So, although all of the novelists considered are seen as displaying "ambivalence" (a word Foster badly overworks, along with its counterpart "dichotomy"), each one offers a variant of the conflict between "unorthodox" and "conservative" impulses according to her own circumstances. And here, apparently, there is nothing like happiness in love when it comes to preserving traditional ideals. Foster's closing assertion that, "Secure in her own happiness, Eliot the unconventional woman speaks with the voice of female orthodoxy" may not endear her (or Eliot) to radical feminists, but it is refreshing in its admission of the ease with which ideologies tumble in the face of strong personal emotion.

Emotion also features in Karen Chase's *Eros and Psyche*, though it is part not only of the subject-matter but of the book's method. While exploring the relationship between energy and form in such novels as *Jane Eyre*, *The Pickwick Papers*, *Black House* and *Middlemarch*, Chase keeps in play the feelings involved in the reading experience. Particular emphasis is given to the "expressive organization" of each work, and Chase does not try to explain away differences between novelists. Instead of reductive categor-



Hetty and Adam Bede, a photograph by Julia Margaret Cameron, 1874.

new self-awareness" and seek to "resolve the perpetual dilemma of being who hunger for absolutes in a world of contingency". Renaissance love poetry throughout Smith's new book is seen as metaphysically serious, exploratory, a mode of dialectic rather than rhetoric.

At a time when poststructuralist criticism has sought to de-throne the author and when the study of ideology and rhetorical strategy seems largely to have supplanted what used to be called the history of ideas, Smith's approach, in its liberal humanist assumptions and its Arnoldian criteria of high seriousness, seems in some ways a relic of the past. But the great strength of *The Metaphysics of Love* is that it shows how ideas can be brought to life in poetry. The book is in no sense a systematic study of its topic, and defines "Renaissance" as poetry, an idiosyncratically as poetry which seeks in an interesting way to explore the problematical relationship between the corporeal and the spiritual. Donne, Michelangelo, and Vaughan, are the central figures in the study because each, as Smith presents them, gives imaginative embodiment to the internal war between sense and spirit. His aim throughout is to redefine the term "metaphysical poetry" to accommodate Milton and Dante as well as Donne, as a poetry in which ideas matter. As he says, speaking about the poetry of Michelangelo:

His poetry is metaphysical in the sense that it enacts a constant attempt to push experience to transcendental conclusions, to hold the momentary and temporal

les, we are offered delicate analyses: she contrasts Jingle's "undifferentiated energy" in *Pickwick* with Sam Weller's function as a truth-teller; traces motifs of confinement and exposure in *Jane Eyre*; examines Dickens's resolution of the problem of self and society through his "vision of the harmonious family"; and finally leads us through the intricate shifts between inward and outward perspectives in *Middlemarch*. Rather than presenting conclusive arguments, Chase is dealing with personality as a quality of fiction, not just as a topic within it; this is a kind of doubtless which is difficult to handle well but which comes over persuasively in this study, largely because of the deft way Chase incorporates references to 19th-century interest in mesmerism, phrenology, psychology, and other theories of personality.

"Eros", so multifaceted a figure in Chase's study, has much narrower significance in John Maynard's *Charlotte Brontë and Sexuality*, which is simultaneously wordier and more monotonous. Covering Brontë's entire career, from the juvenilia to *Villette*, Maynard depicts her as someone who, "as much as a D. H. Lawrence or a Henry Miller clearly made it her business to be a student of sexual experience". Maynard takes as axiomatic the contention that the 20th century's "fuller discourse on sexuality" has provided the kind of enlightenment the poor confused old Victorians lacked. As a result, he feels obliged to see in Brontë prefigurations of Freud and Havelock Ellis, and in her fiction, processes akin to those of psychotherapy, he expects us to find "important" that even the early, unpublished tales don't contain "Masters and Johnson descriptions", and eagerly offers alternatives in the form of "sexual metaphors" or what at one point he actually calls "dirty talk". An immense fuss is made each time a male character is caught smoking a cigar. Somewhere amid all this nonsense, Maynard has ideas about Brontë's distinctive brand of romance that might have proved interesting had he not been so busy finding anticipations of D. H. Lawrence one minute, of Alex Comfort the next, and then, in a final rush near the end of the book, of late James Proust, Joyce, Woolf, Lovell, Bellow and, it must be presumed, any other 20th-century novelist of the "inner life". In his blithe assumption that the Brontë we see from our "more optimistic century" is "a 19th-century woman, starved for love and experience" making "the best of things without a Kinsey or even a *Feyn Place*", Maynard's praise of her "extraordinary accomplishment" is a dubious favour to say the least.

Valerie Shaw

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against the eternal; it offers us the very effort of the struggle to experience in the terms of a systematic belief.

Vaughan, though not in any conventional sense a love poet, fits into his scheme, because, as a Christian hermit, he presents in his poems a sacramental universe in which the principle of love is an animating force, filling all creation and acting as a counterweight to the human tendency to sink into dust, blindness, and despair. Even in his treatment of intellectual backgrounds – these are short, packed discussions of Platonic neoplatonism, hermeneutic philosophy, and Renaissance Aristotelianism – Smith shows a preference for those theorists who seek in some way to reconcile sense and spirit rather than polarize the two. As a result, Petrarch, Sidney, and Spenser receive less attention in the study than one would have expected, and the structure of the book, a series of largely independent essays on major writers and on intellectual traditions, emerges gradually in the course of the work. But though one might wish at times for a firmer hand in the argument, the book is rich in quotation and sensitive commentary and provides invaluable expository material. *The Metaphysics of Love* in its reinterpretation of literary tradition is an impressive feat of scholarly synthesis.

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BOOKS

ENGLISH

Languid interest

Siegfried Sassoon Diaries 1923-1925
edited by Rupert Hart-Davis
Faber, £12.95
ISBN 0 571 13322 3

The third volume of Siegfried Sassoon's published diaries is less interesting than its predecessors. The wartime diaries contain immediate accounts of episodes later recreated in Sassoon's poems or autobiographical writings. The diaries for 1923-25 show his entry into civilian life, when he was celebrated as a "war poet" and moved freely though rather unasily in the London literary world.

In this latest volume we see Sassoon in the mid-twenties taking writing very seriously, wanting desperately to be a writer, but, in effect, not having enough to write about. He was disposed therefore to regard the diary itself as a form of literary art; the present volume is based on fair copies he made in 1931 and 1932 of his diaries from 1923-25, having made them apparently destroyed the originals. In an entry in April 1925 Sassoon throws out the tentative suggestion that "a modern diary might be more interesting to posterity than most modern novels". The present diary may not have been actually revised by Sassoon - though he was in the habit of doing so when he incorporated his diaries into his autobiographies - but he did add footnotes, and it is noticeable that there are scarcely any references to his homosexuality, in contrast to the frankness of the 1920-22 diaries, when he did not have publication somewhere at the back of his mind.

Sassoon took his poems very

seriously, spent a lot of time polishing them, reproduced them in his diaries and recorded the particulars of their periodical publication and his friends' admiring comments. For all that, they remain no more than smooth exercises in a manner somewhere between the Georgian and the Parnassian. Sassoon quotes from the poet and critic, Vivian de Sola Pinto, who had been his second-in-command on the Western Front. Pinto thought that a collection of Sassoon's recent poems showed "exquisite art", but lacked the faith and passion to be seen in Shakespeare and Donne: "We seem incapable of it now. You had it for a moment during the war, but now there is only a fine technique and the languid interest of a half-amused spectator". Pinto was dead right.

The diaries have their touches of human interest, as in Sassoon's smouldering dislike of the Australian poet W. J. Turner, in whose house he had a room, and to whom he lent money and did not get it back. There are pleasant descriptions of literary encounters with Thomas Hardy and Robert Bridges, Arnold Bennett and T. E. Lawrence. Sassoon was a great concert-goer and diner-out, and there is far too much about his responses to music and meals. He acquired a motor-car and spent a lot of time touring round England, visiting many country houses; driving in a manner that sometimes recalls Mr Toad: "Driving home I collided with a dog-cart going full speed, but only touched the horse's shoulder and did no damage".

Sassoon's combination of a solemnly self-absorbed tone and unimportant material also at times suggests *The Diary of a Nobody*: "The head waiter at the Maid's Head had the aspect of an ex-quartermaster-sergeant... He was inclined to bully me, but I assumed hauteur and he became respectful" - and it is pleasant to see that Sassoon had the self-knowledge to notice this quality for himself. In one of the last entries, for December 16, 1925, he wrote "Deaf man from Whiteley's called this morning and put rubber tubing on the windows, which were very draughty (a very Pooterish entry)". Fortunately, before much longer Sassoon was to turn his self-absorption



Siegfried Sassoon

to better literary effect. In 1928 he published *Memoirs of a Fox-Hunting Man*, the first of the volumes of fictionalized autobiography about "George Sherston", which were in time to be followed by the directly autobiographical sequence beginning with *The Old Century*.

Bernard Bergonzi

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Linguistic tastes

The English Language
by Robert Burchfield
Oxford University Press, £9.50
ISBN 0 19 219173 X

Much of the output of this country's English language scholarship this century has been the work of outsiders - people who are not in the British establishment. Robert Burchfield, editor of the Oxford English Dictionary Supplement, grew up in New Zealand, and this book is likely to supplant Pearsall Smith's 1912 book of the same name which he first read as a Wanganui schoolboy in 1937, and to take its place alongside Randolph Quirk's *The Use of English* (1962) as a landmark in the popular exposition of the subject. It has already been widely noticed, and comes to us with a dust-jacket emblazoned with a commendation from Anthony Burgess which I would describe as "falsome" if I thought there were still any consensus on the meaning of that word. Certainly this is a fascinating and instructive book, destined to run to many editions, so some constructive criticisms will be in order.

The first is in respect of its intended audience. Burchfield is politely critical of Chomskyan analysis. He writes of "despotic professors of linguistics" who have taken the subject beyond the reach of intelligent laymen, and implies the likelihood that the general public will prefer instead "the battered old grammars which they used at school". But for twenty years or more our intelligent layfolk have been trained up in schools without any solid English grammatical background at all, whether from battered textbooks or any other kind, and they may even lack the knowledge of the parts of speech which Burchfield found in a six-year-old girl in the 18th century. To these readers this book makes very few concessions. Sixth-formers and undergraduates will be only a few pages into

this book when they encounter a thicket of undefined terminology: subjunctive, creolized flexionless antecedence, and declensional system; and before long they will confront preterite, periphrastic and plectonic, *Schrittsprache*, morphological lemma, RP and stative. Foreigners - even English specialists - may be daunted by his allusions to Sloane-Rangeress, Sunday Supplement prose, and "the Mitford factor". A glossary (as well as a vast improved index) in the second edition, please.

Inevitably, there is much on the subject of prescription, on which he writes with amiable exuberance, but his own prescriptions often seem as arbitrary as anyone else's. Insistence on the old rule for less/fewer flies in the face of contemporary practice even among the highly educated. He would have a much stronger case in arguing for the maintenance of important functional distinctions if he chose to fight on disinterested, and the newswriters' current diffuse/fuse, and *relicent* which is now invading the space of *reluctant*. Often, as he admits frankly, prescriptions are simply a matter of taste, and "good taste, however indefinable it may be, is a prize worth having". But nowhere do we get any clear statement of when and how some forms of taste come to be accepted as "good", or is there any clear account of the relative power, as models, of individuals, institutions or social groups.

By implication it emerges that education is one of the institutions which promote linguistic taste, and educated people one of the social groups involved. This makes it more surprising that there is no discussion of the connection between different types of schools and the establishment of a linguistic standard, especially a spoken standard. Here the public schools after 1870, the elementary schools from the 1890s and the new secondary schools after 1902 played a crucial role, which is simply neglected, as is also the role of the universities. Even the rise and decline of the "Oxford-er(s)" (rugged, champion) fails to get a mention. That Latin has "ceased to be a source of self-evident support in matters of grammar" is acknowledged, but not linked causally to the place of Latin in school and universities - whose changed pronunciation of Latin has significant (but unremarked) repercussions on the pronunciation of Latin words in English. This disappearance of Latin from most schools also renders unworkable Burchfield's heavy proscription of "classical plurals construed as singulars", as the fate of *data* showed a decade ago, and as *media* shows universally today.

For the period from the 8th century up to 1776 there is plenty of acknowledgement of social factors such as emigration, and cultural influence, such as the Renaissance and the 18th-century school of thought, but the formation of the English language is discussed, leaving out those important internal population movements, made possible by railways, which a hundred years ago spelt doom for historic regional dialects.

What may be his most glaring mis-assessment of the contribution of social factors to linguistic change is in respect of the media of mass communication. Not only are the effects of the growth of the Victorian popular press, of BBC radio in the 1920s, and of mass television in the 1950s, virtually unmentioned, but the failure to appraise the implications of the current revolution in communication technology leads him into a highly disputable analysis of the future of English worldwide. Because the English established in a past epoch in places like India or tropical Africa suffered indigenization, he foresees the continuing fragmentation of the potential international language, likening it to a "fleet of jugged trucks". The explosion of technological change which has the most advanced computers in the world - and which is programmed in English, without subtleties *Dallas* (with a few exceptions) now also has 100 million Chinese learning a standard, internationally intelligible, English. The centrifugal tendencies are suddenly more powerful than the centrifugal. There is no danger that our descendants in 2050, or their Papuan contemporaries, will find *Son of Dallas IV* unintelligible.

John Honey

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BOOKS

ENGLISH

Augustan myths

Greene Centennial Studies: essays presented to Donald Greene in the centennial year of the University of Southern California
edited by Paul J. Korshin and Robert R. Allen
University Press of Virginia, \$27.50
ISBN 0 8139 1030 7

A few weeks ago in these pages Bernard Crick was musing on the origins of that familiar institution, the academic conference. The festschrift is the conference's printed equivalent; a hardback blend of celebration and scholarship, an opportunity to renew old feuds and friendships, an occasion for bright young scholars to mingle with their mentors. Like conferences, festschrifts are often disappointing, but not this one. Confusingly entitled *Greene Centennial Studies* (it is the University of Southern California's centenary, not Donald Greene's), these essays honour a man whose profound influence on the study of 18th-century literature they demonstrate.

Prefatory essays by Paul Korshin, Harvey Goldstein and James Howard briefly sketch the character and career of Greene who, in 1970, was principally responsible for the formation of the American Society for Eighteenth-Century Studies. But this is no pious volume of homage, for, as we are repeatedly reminded, Greene has been no stranger to controversy. His writings have often taken the form of assaults on established scholarly myths and bristled with learned polemic. There is a fitting iconoclasm in the tone of several of these essays gathered in his honour. Maximilian Novak, tackling one of Greene's own favourite targets, the "Augustan" myth, quotes

Greene's observation that "the period in question was more Augustinian than Augustan", and goes on to argue that Augustinianism was merely "one of the many disguises of an Age of Disguise".

Gae Holladay and O.M. Brack attempt to translate Johnson's attitude towards patronage from myth into reality. The myth stems from Johnson's notorious refusal to Ches-terfield and from his equally well-known definition of *patron* in the *Dictionary*: "commonly a wretch who supports with insolence and is paid with flattery". The reality, as they demonstrate, is that Johnson not only received but also frequently distributed patronage to fellow writers. Charlotte Lennox, Charles Burney and Oliver Goldsmith were just three of the many authors whose works Johnson helped to promote with subscriptions, dedications, revisions and by using his influence with booksellers. Hoyt Trowbridge broaches the tendentious issue of intentionality in an interesting study of "Reasoned rhetoric" in the *Rambler*, arguing that Johnson's moral vocabulary represents a "distillation of empiricism".

Donald Davie's article on the "Disaffection of the Dissenters under George III" is an eloquent counterblast against the vulgar orthodoxy that tends to identify religious dissent with political dissension. Carefully examining dissenting attitudes in England at the time of the American Revolution, Davie presents that interesting paradox, the loyal Dissenter, such as John Merivale of Exeter; "a sturdy conscientious Dissenter of the old school; combining with his dissent an absolute horror or radicalism and disloyalty." Paul Korshin's witty but sadly brief essay "Johnson and..." continues Greene's attacks on the Boswellian hijack of Johnson's reputation. Even today, he argues, scholars are more preoccupied with Johnson's personal, rather than his literary relationships. Taking the year 1751 as his example, Korshin demonstrates that a study of the sources for the *Rambler* essays can offer ample evidence to question the orthodox view that they were last-minute, spur-of-the-moment compositions.

All these are welcome and refreshing attempts at de-mythologizing, but just occasionally the provocative tone of some articles seems to gener-

ate more heat than light. H. K. Miller's analysis of *Moll Flanders* as a religious romance is a tongue-in-cheek assault on a wide range of modern critical theories, designed to rescue "the book that Defoe's contemporaries read" from the mire of psychological, sociological and structuralist approaches. Lester Crocker's retrospective survey of the last 10 years of Enlightenment studies has the long-suffering aspect of a school report. From among the "tumult and almost unmanageable proliferation" of 18th-century studies he singles out a few of the more prominent works for praise or blame, freely handing out gammas and deltas to distinguished fellow scholars and peppering his report with terse asides: "poorly written", "long and tedious", "pretentious". As Crocker himself acknowledges, the American Society for Eighteenth-Century Studies has become something of a haven for neo-conservatives who, taking Johnson and Burke as their muses, pride themselves on their robust, nonsense approach to scholarship. Korshin writes approvingly of Greene's unfashionable support for Eisenhower, and several contributors engage in ritualistic bouts of Foucault-bashing and Derrida-stalking.

Yet not all the essays in this volume are controversial in tone. Gwin Kolb's article on the reception of *Rasselas* adds a further carefully researched instalment to the long sequence of similar pieces, and Paul Alkon's study of "Johnson and Chronology" develops some of the interesting pre-occupations of his book *Defoe and Fictional Time*.

With contributions from Jean Hagstrum, R. F. Brissenden, Robert Shackleton, Howard Weinbrot, Robert Hopkins and others this festschrift of 25 essays is unusually rich both in quantity and quality. There are eight essays on Johnson, and the volume is a suitable tribute to a man who, in true Johnsonian fashion, has endeavoured to combine the activities of lively dispute and "talking for victory" with a spirit of fellowship and clubbability.

David Nokes

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Scholarly assembly

Interpretations of Shakespeare:
British Academy Shakespeare lectures
edited by Kenneth Muir
Clarendon Press: Oxford University
Press, £15.00
ISBN 0 19 812936 X
Muriel Bradbrook on Shakespeare
Harvester Press, £14.95 and £4.95
ISBN 0 7108 0679 5 and 0687 6

The Annual Shakespeare Lecture of the British Academy is a venerable institution, three quarters of a century old, but the lectures selected by Kenneth Muir stand independently on their merits as essays in criticism. Perhaps, in the august circumstances of their original delivery, it was salutary to be reminded, as one distinguished scholar has the humility to say, that Shakespeare "did not write for professors". The best of his strength is hardly for the lecture-room. These ten lectures admirably deserve a wider audience. Some of them have gathered a little dust since they were first heard, but even the oldest of them, C. S. Lewis's "Hamlet: The Prince or the Poet?" (1942), retains its provocative edge. Others have acquired a classic status, such as Una Ellis-Fermor's "Shakespeare the Dramatist" (1948), an elegant re-statement of the Romantic conception of Shakespeare's powers of sympathetic identification, or Helen Gardner's powerful denunciations of Othello against his 20th-century detractors in "The Noble Moor" (1955).

A sense of continuity and contrast comes through the arrangement of the lectures in pairs. Thus Una Ellis-Fermor's celebration of Shakespeare's self-identification with each and every character, which begins the volume, is juxtaposed with Michel Gravelle's subtle application of the "Othello" myth, not to the supposedly effortless negative capability of the Shakespearean imagination, but to the

endless struggle with problems of identity and truth in his works. Gravelle makes a timely reflection on the tendency of modern critical analysis to "encourage the dangerous confidence that the overall indisputable meaning of the work can be rationally determined." At a less philosophical level, M. C. Bradbrook and M. M. Mahood investigate the making of the play, one in terms of the traditional repertoire of stage-spectacle at Shakespeare's disposal and the other by "a celebration of Shakespeare's inspired carelessness" examining those loose ends and false starts preserved in the texts, revealing Shakespeare in the very act of composition. Turning our attention to Shakespeare's treatment of politics and political man, L. C. Knights and Philip Edwards respectively adopt a corrective to the kind of historical approach which sees Shakespeare's concern with politics only in relation to the ready-made ideologies of his age, while Edwards points out the opposite danger of importing the modern sense of man's alienation from society into the tensions between person and public office in the plays.

The volume ends with two lectures on *Hamlet* and two on *Othello*. Harold Jenkins's closely-argued analysis of Hamlet's attitude to Ophelia is a by-product of what was then a work-in-progress of his monumental Arden edition of the tragedy, makes an effective foil to C. S. Lewis's entertaining but perverse attempt to render the Prince anonymous. There is less difference between the views of Othello presented by Helen Gardner and Q. K. Hunter. Both regard him sympathetically ("I fear that one has to be

trained as a literary critic to find him unadmirable." Hunter observes), though Miss Gardner treats the play as a love tragedy and Hunter focuses upon it in the context of pre-Shakespearean representations of the black man and the wider Renaissance debate about the nature of civilization.

Muriel Bradbrook's Academy Lecture, "Shakespeare's Primitive Art", is also included in the collection of essays drawn from her long and prolific study of Shakespeare. She writes elegantly and bears her learning lightly, but she brings to the plays and poems a deep and wide-ranging knowledge of the social and artistic milieu in which Shakespeare worked. This collection contains illuminating forays into the personal and professional circumstances of Shakespeare's career, his indebtedness to his contemporaries and theirs to him, and those aspects of his art which were rooted in popular traditions of theatre and entertainment. As a critic, Miss Bradbrook particularly admires the flexibility of Shakespeare: the word recurs throughout these essays with reference to the staging and acting of the plays, to characterization, to the "divine fluidity" of *I Henry IV*; while *Ally's Well* is not a "successful" play, "because Shakespeare was trying to write a moral play" in which "the characters are occasionally stiffened into types". At its best, Miss Bradbrook's criticism shares this quality of flexibility in its responsiveness, and despite the miscellaneous nature of this collection, much of it represents her at her best.

D. J. Palmer

D. J. Palmer is professor of English at the University of Manchester.

A new edition of A. C. Bradley's 1904 study *Shakespearean Tragedy*, with an introduction by John Russell Brown, has been published by Macmillan at £15.00 and £4.50. This classic work is pre-eminent, Russell Brown suggests, because of "its author's expert approach, his fine understanding of the plays as texts for performance and the clear and engaging manner in which he presented his discoveries. It

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Anxiety of influence

Victorian and Modern Poetics

by Carol T. Christ
University of Chicago Press, £13.60
ISBN 0 226 10458 3

Carol T. Christ takes issue with those critics who have been beguiled into accepting the claims of Yeats, Pound and Eliot that their work represents a radical break from the Victorian poetic tradition. She argues that modernism in poetry came a good deal to the innovations of the Victorians and in particular to Browning and Tennyson, who began the search for "objective" modes of discourse to combat the tendency towards solipsism in Romantic poetry.

Accordingly we get a deliberately one-sided emphasis on Victorian-modern continuities. The "masks" of Yeats and Pound; the "personae" of Pound and Eliot; are evolutions from the dramatic monologue, while the modernist "image" derives from the Victorian movement from the objective modes of discourse to combat the tendency towards solipsism in Romantic poetry. The formulations used for the modern period are also much too neat, and suffer from under-qualification. The *Waste Land* and the *Cantos* are Professor Christ's primary examples of the modern "long poem" and no distinction is made between them, despite their vast dissimilarities. The changes in the *Cantos* themselves, such as the foregrounding of the author's "narrative presence" from the *Pisan Cantos* onwards, are considered only fleetingly, and the one clear instance of a Victorian-modern link, Pound's repeated homage to Browning's *Sordello*, is gestured toward several times but never really tackled.

This last defect is symptomatic of the underlying problem: we have here a large and very involved topic treated in a noticeably slim volume. It is a pity that an author who can combine intelligent analysis with a talent for clear and witty expression should ultimately produce an exercise in corner-cutting. There is a stimulating final chapter in which Professor Christ seeks motives for the modernist's ingratitude to their Victorian mentors and dismisses Harold Bloom's notion of the "anxiety of influence" as too simple. It was rather a fear of falling where the Victorians had failed that led the modernists to disown the immediate past. Professor Christ's analysis of the modernist unwillingness to look in the Victorian mirror at its own areas of potential vulnerability is, cleverly argued. But it should have come at the end of a longer book.

Steve Ellis

Dr Ellis is lecturer in English at the University of Birmingham.

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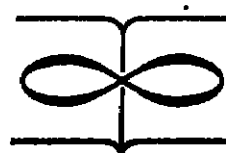
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Management education

The future of management education is the theme of this special report. Where should the emphasis be placed in the 1990s — undergraduate business studies degrees, postgraduate MBAs for high fliers, or on continuing education for

experienced managers?

What should be the relative contribution of the universities and the polytechnic college sector? These, and other questions, are among the themes addressed by our five contributors.



Eliminating bad managers

The crucial importance of a strong industrial and commercial sector to the prosperity of a modern industrial nation is slowly coming to be recognized in Britain.

Some, but by no means all, of the blame for our anti-industrial, anti-enterprise tradition, which unfortunately became established in a way that has not been experienced in many other countries, must be laid at the door of the educational system.

While Britain has long been admired for its standard of academic excellence, this has proved insufficiently relevant to the needs of today's technologically orientated society. Worst of all, the system has not attracted into business our best young minds, unlike our major industrial competitors. Yet the performance of any organization must be strongly linked to the quality of its employees.

The need for change was borne out in a recent National Institute for Economic and Social Research study comparing British and German industries, which showed that traditional myths had little to do with our low comparative performance. British workers are not held back by any real lack of capital investment; nor are they sabotaging their companies by refusing to do a decent day's work.

The basic difference is in attention to detail: for example, machinery in Germany was no newer but more technically advanced and had better control equipment; maintenance standards were higher, thus reducing down-time; better materials were used, resulting in higher quality products.

Above all, the authors comment on the lack of appropriate skills and training in Britain. An Industrial Society study showed companies spending only an average of some 0.3 per cent of turnover per annum on the training of existing personnel, against 2 to 3 per cent in many other countries.

We have recently been treated to a spate of American books and articles on management that have hit the headlines. Peterson and Waterman's book *In Search of Excellence* is largely based on the way in which successful US companies seek to motivate their staffs to give high performance. It's a superb read, selling over one and a half million copies, but the central thrust of the book is essentially a message from the chief executive, for the book is not about strategy; rather, it is about the choice of descriptive methods — which have a substantial cultural bias — of getting the chosen strategy implemented through motivating people appropriately right down the line. The book demonstrates that care, application and commitment are all necessary if an organization is to obtain high quality performance.

Harold Levitt of Stanford Business School has a wider — but still simplistic — view of engagement which contains three inter-related elements: the generation of alternative courses of action; the

analysis and choice among those alternatives; and then the implementation of the chosen path. P and W largely consider the third item alone. The other two are of equal importance: the Charge of the Light Brigade may have been brilliantly executed, but nobody would seriously argue that it was the optimal path to have followed! Management is considerably more all-embracing than P and W implicitly suggest, but the NIESR study emphasizes that it is not just a matter of making good macroeconomic decisions, the operational decisions following from them are also important.

The 1981 Labour Force Survey indicated some two and a half million managers, of whom only 15 per cent had a degree or professional qualification.

The total figure included a substantial number at the supervisory level (ie where they are concerned more with the carrying out of defined tasks than in exercising broad managerial functions). Hence a range of development needs have to be met.

At the lower end of the range, where the greater numbers are concentrated, the emphasis on training, ie the ability to be able to react predictably to a wide range of defined situations. For those who are moving up the managerial scale, the emphasis must turn more to education, ie the development of an individual to be capable of reacting effectively to future unforeseen and complex situations.

At the base of the managerial pyramid, the emphasis is primarily on the understanding of particular tasks. As the pyramid is climbed, the study and understanding of the basic business disciplines (accounting, economics, organizational behaviour, statistics, etc) and the basic functions (marketing, production, finance, personnel, etc) are needed. These basic dimensions have next to be cemented with a study of the ways in which to formulate a business strategy, taking into full account the current and future environment in which the organization is likely to operate.

In the current environment, three issues seem to dominate the scene and need attention from the educators: productivity in its widest sense, the development and use of modern technology in both products and processes; and the major challenges involved in the management of change within organizations of all sizes.

It is claimed in some quarters that management education in Britain is academic (bad) and not practical (good). If the word "academic" is used in its original sense, there is absolutely no reason why a business school cannot be at the top of the so-called real world. This means, however, that not just being concerned with describing existing average practice which would be

neither educative nor path to the better management needed. The need is to be "relevant" rather than "practical", and it is this combination of intellectual rigour with relevance that should be fearlessly pursued and preached.

The major British business schools would claim to have passed this acid test on all the common criteria. They have an over-supply of good quality students, who have little difficulty in subsequently obtaining good jobs in a wide variety of fields. Many more who cannot attend their programmes are influenced through books, articles, conference speeches and other media.

For those key individuals who are, or who aspire to, the senior management echelons it is useful to consider Elliott Jacques's concepts of time-span and of ranks which he described in his "General Theory of Bureaucracy". His Rank 4 very broadly includes those responsible for 1,000 plus people, or who have a specialist job (ie financial director) of similar level.

A guess at the size of this population in Britain is about 120,000 people and, assuming that individuals on average occupy this level of job or above for 20 years, we need to educate about 10,000 a year for this level allowing for wastage, mistakes, etc. The Government's declared intention to raise the GDP in real terms by 25 per cent over the next decade would increase the demand.

This is the task that faces graduate business schools today. Ideally these individuals ought to have received an education that is broadly equivalent to a Masters of Business Administration (MBA) at some point in their career and, in many economically advanced countries, would have had. Yet Britain only provides about 1,000 or so new MBAs a year, all of whom are snapped up by a wide variety of organizations.

What are the main challenges for the management schools? There is much one could write both in terms of satisfying the existing market and developing new markets, making better use of resources which are diminishing in real terms, coping with problems of staff motivation under conditions of declining real salaries, and much poorer prospects of promotion, etc etc.

In a short article it is only appropriate to outline a few themes and these are as follows. First, the schools must work to extend and enhance their collaboration with industry. There are still many companies, unfortunately often among the high technology sector, who show no interest whatsoever in management education and we have to convince them of our value. Even among those who have been consistent supporters of the management schools there has been a tendency not always to send their brightest and best.

At the highest levels of industry and business too, the management schools would appreciate more guidance as to how top management sees its problems.

Peter Moore

The author is principal of the London Business School.

Management education

This article is largely written from the perspective of a university management school academic but some of the issues raised are of equal importance to academics working in the polytechnic sector. First let us look briefly at the scale and range of management education in the UK.

At postgraduate level approximately 1,200 MBAs emerge each year from the university management schools, of whom about 800 are British, while the polytechnic sector, entering the MBA market rather later, has made its main contribution over the last two decades through the diploma in management studies which is awarded to between 1,500 and 2,000 students each year.

In the last two or three years the universities have entered the part-time MBA programme market and such courses exist at 14 schools. As the programmes are all of two or three years in length, it is not possible to give any meaningful output figures but we do anticipate some 200 to 300 graduates emerging from this route annually in a couple of years' time. We may note that if every manager in the country were required to gain an MBA we would need approximately 10 times the present output.

At undergraduate level there are a large number of departments of business studies and the like in both the university and the polytechnic sectors. Obviously the contribution from BSc business studies and management science degrees helps the stock of qualified manpower to a substantial extent, but after a greater time lag and the output (of the order of 5,000 per annum steady state) will certainly be of less immediate line management relevance.

Looking at continuing management education, which will be defined as "the broadening and updating educational activities carried out during an individual's professional career", it seems appropriate to include not only post-experience short courses but also part-time MBA programmes and indeed part-time research for higher degrees.

A number of changes in the market are already apparent. For example, there has been a major shift from open access short courses to tailor-made courses with individual companies. There seems evidence also that demand nationally for the part-time MBA will grow rather than that the market will become saturated in each region relatively quickly.

Distance learning too is a growing activity and several management schools have entered the field with enthusiasm. It will be interesting to see, though, to what extent distance learning complements, or offers an alternative to, attendance on position-specific courses and to what extent it will be used as a route to an MBA.

It may be that, for various reasons, its value will lie more in rapid updating in particular skills/techniques areas or indeed introductions to some areas rather like cassettes for language teaching, etc. It is difficult to envisage part-time research growing at the same rate as part-time MBA and distance learning schemes but the value of such training should not be underestimated.

For the more analytical jobs in business, a part-time MPhil or PhD provides an excellent blend of academic and business experience, and a good liaison between the school and the company and project work which is company-based.

What are the main challenges for the management schools? There is much one could write both in terms of satisfying the existing market and developing new markets, making better use of resources which are diminishing in real terms, coping with problems of staff motivation under conditions of declining real salaries, and much poorer prospects of promotion, etc etc.

In a short article it is only appropriate to outline a few themes and these are as follows. First, the schools must work to extend and enhance their collaboration with industry. There are still many companies, unfortunately often among the high technology sector, who show no interest whatsoever in management education and we have to convince them of our value. Even among those who have been consistent supporters of the management schools there has been a tendency not always to send their brightest and best.

At the highest levels of industry and business too, the management schools would appreciate more guidance as to how top management sees its problems.

Challenge to the schools



over the next 10 years. It is understandable, with all the pressures upon them, that many chief executives have little or no time, even if they had the interest, to spare for management development. But we must try harder to persuade them that our contribution will help their companies, not least with the effective management of change where there is some evidence of a correlation with management development.

Second, the schools have to develop far greater abilities in the areas of interface between technology and management. We have been talking about the management of change for years and on the organizational behaviour side many schools could justifiably claim to be quite competent.

However, if we look at other aspects of the management of technological innovation we are not so well equipped. Much has been said and written in recent times about information technology but the problem goes beyond that. How many of us could offer a whole suite of credible courses for the managers of projects, systems, research and development laboratories, etc? Again we need a greater awareness of the problems of developing such managers from industry itself.

Third, in spite of the resource constraints and the demands on our time and energy of teaching, administration, developing new courses and so on, we must not neglect our research. Management schools are no different from other departments in the need to pursue research vigorously, not only as an end in itself, but to ensure that their teaching is relevant.

Nor should management schools, particularly in the university sector, feel that they must confine themselves to applied research, action research, and the sometimes vague hinterland between consultancy and research. They should also pursue fundamental or longer-term research investigating the basic processes of decision making, policy formation, interactions within and between, etc. We need in these endeavours to break down more of the barriers between disciplines.

We often talk about multidisciplinary research. It is time we actually performed more of it. Nor should we neglect research on management development itself and on our own contribution. There is much still to be learnt about the effectiveness of the various forms and modes of learning which we currently provide for managers. Distance learning will offer a further challenge to our understanding.

Doctoral training too forms a qualitatively significant part of our research endeavours and must be sustained. The main effort is now concentrated in a small group of centres two of which, Bradford and Manchester, have recently received special studentship support from the Economic and Social Research Council. The other main university doctoral programmes are run at Aston, Bath and London.

A fourth challenge appears to be political and may only be transient. It would be helpful if we could be assured by government of a reasonably secure financial future. Talk of privatization of management education beyond the existing self-financing of post-experience operations would seem to be highly dangerous.

One seriously doubts whether industry would be prepared to pick up the full economic cost of MBA training which, from sums done for my own school, would be about three times the present fee rate, eg we charge £1,500 over three years for the part-time MBA but the true cost cannot be much under £5,000 per graduate. Nor would industry receive the subsidy via the full-time MBA since many of those courses would either collapse or be seriously depleted.

Therefore, given the constraints outlined on full-time degree programmes, it would seem wise for management education to concentrate on new forms of development in continuing management education, enhancing and broadening the collaboration which does exist with many of our best companies and Government organizations, and in tackling the genuine problems of developing the most appropriate courses for managers now and managers in the future of an economy which will not, in spite of many pundits' arguments to the contrary, be able to survive largely on the service sector.

We must not lose sight of the need to produce good production managers, project managers, system managers, etc if we are not to suffer an ever-accelerating rate of decline as a nation.

J. C. Higgins

The author is professor of management at the University of Bradford.



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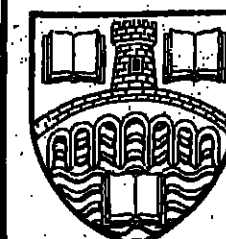
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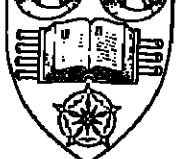
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management education**Escaping from the straitjacket of stringency**

The major challenge facing university business and management education for the remainder of this decade is one of maintaining its vitality, flexibility, responsiveness and relevance to changing needs given the prospect of a continuing reduction in Government funding. Business and management studies is a relatively young subject in universities. It developed rapidly during the 1970s but its potential for further growth was stunted by the 1981 cuts in university funding. The applications-admissions ratio for undergraduate courses has become the highest for any subject area, which has resulted in high entry standards, graduates securing employment at attractive salaries and courses having a high social rate of return. It would not be difficult to make a strong case for further expansion but it would have to be made in the context of continued financial stringency.

While a number of universities and business schools continue to offer well-established full-time postgraduate courses, because of fewer postgraduate studentships consolidation has superseded the expansion of the 1970s. At the same time there has also been increasing questioning of the relevance of some of these courses to the needs of British manufacturing industry. While a large number of part-time postgraduate courses have been successfully developed, there is still considerable scope for the further expansion of postgraduate courses, in response to national needs for better qualified managers, possibly involving some degree of privatization and loan financing.

Residential post-experience programmes have been complemented by tailor-made in-company courses, distance learning programmes and specialized courses to meet, for example, needs of small businesses including science and innovation parks, the rapidly expanding service sector, and the increasingly sophisticated retailing sector. These developments have led to business schools and departments developing new, productive partnerships with business, industrial and public sector organizations in their regions.

Despite these efforts to provide business and management education relevant to the needs of industry, commerce and the public sector, there exists among council members of the Association of Management Education an anxiety about ensuring the relevance of what is being done - and what is planned - to the real and rapidly changing demands for effective management where it matters, ie: in getting results in an increasingly competitive and international business world with a high emphasis on changing technology and with changing social values.

Sir Peter Swinnerton-Dyer has suggested that cooperation between business and higher education in solving the problem of inadequate managers of rapidly expanding high technology businesses is even more important than it is in high technology. The chairman and director of the foundation have asked: "Are our systems of management education flexible enough - are they indeed adequately resourced - to evolve quickly enough to meet these new demands?"

They see an apparent inability, within existing systems, of business and industry to communicate more effectively the nature of their needs for management education to some institutions and in consequence to see results with which they can more closely identify. They believe management education is, after 20 years of commendable achievement, at a new watershed.

If they are to respond to the needs of the rapidly changing environment, schools and departments will have to eliminate this communication gap, otherwise they may fail to escape from the straitjacket of reduced Government funding. Unless they reduce further their dependence on Government funding they may find they have fewer ageing faculty who feel they are underpaid and overworked with limited promotion prospects.

The foundation has accepted "we must help our management education institutions to be able to help themselves; even if this involves for them



some degree of privatization". However, to attract these funds from private sources institutions have to respond to the foundation's desire for greater relevance of what is being taught and when, and for more effective mechanisms for communicating with prospective employers and client organizations.

Academics will not convince industrialists on the relevance of their teaching and research to the contemporary business world simply by reading behavioural, economic and management science journals. If schools and departments are able to continue to develop more intimate involvement with business and industry, they are more likely to be willing to fund chairs, sponsor research, meet the full costs of post-experience courses, provide scholarships for postgraduate students, second staff to assist with teaching and research, etc.

The chairman and the director of the foundation have rightly emphasized that good teachers of management must be well paid and have conditions of service which provide the degree of flexibility required to keep themselves up to date and to be entrepreneurial. Such teachers cannot be recruited and retained if their salaries are a function of government public expenditure limits and the bargaining power of the Association of University Teachers.

Encouraging private staff consultancy is not a satisfactory escape route; there is the danger that it crowds out good teaching and high quality research.

A more effective alternative would be for the schools and departments to generate more private income by responding to the research, post-experience course and consultancy needs of business; to gear up the core grant provided by the University Grants Committee. They could then be permitted to offer and pay salaries with related performance incentives which would allow them to attract, develop, promote and retain high quality, non-tenured staff. The UGC could facilitate this transition with "seed corn" money for the development of post-experience courses relevant to the changing needs of business.

It is imperative that schools and departments continue to respond to the challenge of increasing the relevancy of their programmes; reducing any communication gaps with the employers of their students and with their post-experience course, research and consultancy clients. In this way departments are demonstrating, by their actions, their vitality and responsiveness, increasing their flexibility, reducing their dependence on government funding, and escape from the straitjacket of yesterday's faculty, paid at yesterday's salaries, teaching tomorrow's managers, yesterday's theories and techniques for solving tomorrow's problems and tomorrow's businesses.

John Sizer

The author is professor of financial management in the Department of Management Studies at the University of Loughborough.

How the

The role and value of the master of business administration - the MBA - are central to consideration of future trends in management education. Will the MBA remain the main vehicle for advanced management education, or should we be looking for different means of accelerating the development of potentially high-flying managers?

This is an issue currently interesting business schools with MBAs, and is far from being an "academic" one. Many large organizations have never really accepted the MBA, preferring instead their own training schemes. These might be "in-house", or provided by business schools tailored to fit the organization's perceived requirements.

Furthermore, a debate has grown up in recent years in both the United States and this country about the value of the MBA generally. Employers and management educators have been involved in the debate, in which the MBA has been accused of failing to live up to its expectations. This accusation appears to have a number of strands to it, depending on whose expectations are under review - the employer, the graduate, the business school, or simply anyone interested in the well-being of the economy. The common thread to the criticisms in terms of the responsibility he should receive which are well out of proportion to his ability to contribute.

I think that there are two fundamental reasons why the MBA has become subject to such criticism in recent years. One is that it has fallen victim to the general "witch-hunt" for scapegoats to blame for economic decline. The MBA holders join the

'Cash cow'

Anyone with experience of working with UK enterprise, large or small, public or private is aware of the need for better prepared managers, with new skills, fresh ways of looking at old problems, even evened values. A key ingredient for such an improvement must be the availability of pertinent, readily accessible, digestible yet inexpensive management education.

But there is the rub! Will the producers of such management education and enterprises who should benefit from it be willing to face the implications? Who is to organize and pay for it? The present Government may have attempted to remove some of our financial and regulatory shackles but we remain a dependent (on government) society. Witness the middle-class parents who believe the taxpayer should provide free higher education and ideally even wages (grants) for their offspring. Managers drawn from a similar background infer that it is a Government task to fund and organize management education certainly at the degree level.

For undergraduate courses, the demand for a management-related education either through a bachelor of commerce/accountancy type degree or by means of a combined degree such as languages with business studies allows

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management education**high flyers should take off**

Keynesians, the monetarists, the trade unions, and the rest who are blamed for what is really international political failure.

The second reason for the vulnerability of the MBA is that it is at an unfortunate age. Not quite out of its teens, or at most in its early 20s, we no longer have of it the fond expectations of childhood. On the other hand, the MBA holder, at least in the UK with its tradition of slow progression to higher managerial ranks, has not yet had nearly enough time to prove him or herself. The scapegoat role will lose its force as circumstances change, and MBA graduates will have opportunities at higher levels in time.

However, there is certainly enough substance to the criticism to suggest the need to review what the MBA has to offer to industry. In particular, the basic concept of the MBA as a general management qualification, offered on a full-time basis to young managers early in their careers, needs to be critically reassessed.

The basic question is the value of offering a one-year qualification, which purports to provide a general management orientation, to people with limited experience and largely removed from any current work environment. Those who offer such programmes are hard pressed to reply to the accusation that the academic experience is bound to be shallow, unless enriched by current or recent substantial work experience.

Some major business schools do have their answer to this problem. They demand substantial management experience as an entry qualification, and offer two-year programmes including placement elements and in-company project work. Such MBA pro-



grammes deserve to be called "sandwich" programmes rather than full-time programmes.

The polytechnic and college sector also has its answer to the problem of providing a general management education for young managers. This is the diploma in management studies (DMS), a postgraduate diploma of the Council for National Academic Awards, which has antecedents going back to the 1950s.

As polytechnic business schools increasingly develop MBA programmes, a pattern is beginning to emerge, one which I think should be encouraged, and considered by business schools generally. In this pattern, the DMS

provides a solid foundation in general management subjects, at diploma level, for the young graduate manager with two or three years' management experience. This may be either by part-time or full-time study, and prepares the manager to complete successfully his "first career" in management.

The contribution of the MBA is to assist the re-direction of the manager in, and to equip him for, his "second" career as a manager (in the case of individuals, or course, this might be the third or even fourth career). Typically, the "second" career will involve more and broader responsibility. Consequently the general management approach, given substance by the student's experience, comes into its own. This may be supplemented by an area of specialization, appropriate to a more senior manager, and which requires the general management foundation. Such MBAs, now offered by six polytechnics, are all part-time, and appeal to managers aged from the late 20s into the 40s and beyond. At Middlesex, for example, we offer an evening-only MBA which is intended to be particularly accessible to busy managers in responsible positions.

I am not suggesting that non-polytechnic business schools do not offer part-time MBAs, and good ones as well. Plainly, a number do. However, the polytechnics have been instrumental in developing a concept of an MBA, as a means of assisting mid-career development for experienced managers studying part-time, which may well lead to re-establishing the credibility of the qualification.

What, then, is the message for the employer in the future? It is that, given the increasing variety of MBAs and other management qualifications on offer, he should look for those most appropriate to his needs for his managers and prospective managers. Content, mode of study, academic level, and the job the particular course is trying to do, should all be taken into account. Similar selectivity is required from prospective students, and, eventually, may lead to a more balanced appraisal of these qualifications.

Bernard James

The author is head of management courses at Middlesex Business School, Middlesex Polytechnic.

could be overmilked

signs of diminishing. Yet the steady squeeze on Government support for graduate courses is reflected in a declining demand by British students for the full-time MBA (Master in Business Administration degree). The sack has not been compensated by either greater sponsorship by companies or by an increased willingness of students to fund their own studies directly or by loans. As suggested our dependent society norms are against such a practice.

The business schools therefore find themselves with an overburdened demand for undergraduate places and a threat to the long term viability of their full-time MBA.

Their strategic response has been:

- the successful launch of part-time, evening or day-release MBA programmes and
- the recruitment of foreign students from the East, North America and possibly the Middle East.

If the present trend continues, certain business schools that graduate level will shortly be foreign dominated. A third step has been to increase the intensity of university enterprise interactions through tailored business courses, paid consultancy and the like.

Are these steps not without long term consequences? In my opinion, the results will bring retribution if not swiftly certainly by the end of the decade. The use by universities of their business departments as "cash cows" and as one route to academic salvation for language departments which no longer attract as many quality students for their own "pure" degrees, is thwart with problems. Students to staff ratios in some business studies/accountancy departments have risen alarmingly. The rigidity of the university traditional staff system (tenure and the inherent right of staff to teach their own specialism) does not permit the transfer of staff resources to the hard pressed departments. With the threat of further cuts in university funding combined with the fact that those who can be reasonably "retired" have already done so, there is little possibility of additional help from the universities for the business schools.

For a busy head of department a more immediate problem will be the implications for staffing. Where are the educators of the future to come

from, how are they to be motivated, retained and kept up to date? The bulk of the staff were hired in the growth period of the 1960s and are now aged around 40. They may still be teaching in the year 2000.

An able young lecturer in his late 20s may well receive offers from companies offering a salary of 50 per cent more than his university "wage for age" scale. A car and prospects is an added incentive.

USA, Australia and now Hong Kong universities beckon with salaries often triple the UK rate. But it is well known that a university lecturership is the nearest thing to a good nineteenth-century clerical living. Possibly 10 years ago, but we demand of our staff long teaching hours, heavy marking loads, regular evening work and summer vacation thesis supervision. Compensations are there but not as before.

Will business help? Early indications are that the bulk of managers attending the new part-time MBA are not financed by their employers. Little evidence then that external enterprises are willing to ride to the rescue.

It is hoped that articles on this page will offer solutions if not panaceas to these problems. But we must start with a clear recognition that for once academics are not blowing the whistle too soon. The crisis is on us. There is not much time if we want to have the sort of educated and trained management cadre that we need to survive economically.

Government, the universities and business must act together. It may mean radical changes; business schools and departments partly broken out of the university traditional system; higher salary scales in exchange for relaxation of elements of the business schools, promotion criteria that reflect teaching, industrial as well as scholastic attainments. Above all, massive support from industry and commerce in a business schools in Britain. Risky, controversial and costly but there are no alternatives!

Simon Coke

The author is head of the business studies department at the University of Edinburgh.

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management education

BOOK REVIEWS

All worked out

UK Labour Market Guide
by Kenneth Walsh and
Richard Pearson
Cower, £15.00
ISBN 0 566 00718 5
Redundancy in the 1980s: the take-up
of voluntary schemes
by Alan Gordon
Cower, £11.50
ISBN 0 566 00826 2

During the past fifteen years or so the study of the labour market has been a growth area in social science. What was previously mainly of interest to (relatively few) labour economists has now become a major topic of concern to sociologists and social policy academics, among others. Parity, no doubt, this represents a reaction to and a redirection of research and teaching in the light of the massive increases in unemployment since the end of the 1960s. It is also due to the fact that inquiries into a diverse range of issues - poverty, gender and ethnic inequalities, social mobility, work organization - all sooner or later necessitated some examination of the labour market and of the ways in which people were allocated to jobs and jobs to people - or not, as the case may be.

The UK Labour Market Guide is a revised and extended edition of a book first published in 1980. It is primarily intended for personnel managers and others in employing organizations who need to know where to find information about the labour market(s) from which to recruit employees. For anyone who has undertaken research or teaching on labour markets much of the content will be familiar. Indeed they may well know of some sources which these authors have missed. It is very likely, however, that there will be sources of data, and facts about them, which are new, and useful, to them, and the book brings together a mass of information which is not so far as I know as conveniently available elsewhere. For someone starting work in this field the Guide should be an invaluable short-cut to the sources for much of the information they will need.

After a brief introduction the bulk of the Guide consists of 23 short chapters. Each contains a general introduction to the available sources of information about a particular aspect of the labour market, which discusses some of the problems and special features of the relevant data. This is followed by a fairly detailed description of the "primary" sources of such data (mostly in official publications of various sorts) and a more selective annotated list of "secondary" sources of information. The topics covered range from population and economic activity to trade unions and industrial disputes by way of: employment, unemployment, several chapters on education and

training, travel to work, labour turnover and absence, earnings, and so on. A full judgement on this material could only properly be made after some experience of using the Guide in the course of pursuing particular questions. Though marred at times by typing or proof reading errors, the information it provides seems clearly presented, well organized, precise and, at least for the primary sources, comprehensive.

The third and final part of the Guide is a very useful reference section providing publication details for the sources, addresses of organizations, abbreviations and a glossary. It would I think be even more useful if it were to include more explanation of the definitions and categories in terms of which labour market data are presented, especially regarding occupational and industrial breakdowns. CODOT, for example, is mentioned in the text and in the index, but I could not find even a brief account of what it comprises and how it relates to other classifications of occupations. Researchers, teachers and students would find this useful. I suspect managers would do so too.

The increasing frequency of redundancy is one of the phenomena which have led to greater interest in labour markets. In 1981 the rate was three times as high as four years earlier, and between 1977 and 1983 there were 2.3 million "confirmed" redundancies and statutory redundancy payments were made to 3.3 million employees. As Gordon explains in his book neither figure necessarily includes all redundancies.

Redundancy in the 1980s was intended to focus on voluntary redundancy. It provides an account of the very varied, and often complex, ways in which certain large employers have dealt with the problem of "reducing their headcount". These case studies are supplemented and put in context by drawing on more general published surveys of redundancy agreements and provision. As the author points out it is often difficult to separate "voluntary" redundancy from those which are "forced" or "from early retirement", and these and other alternatives to redundancy are briefly discussed. The text is usefully supplemented by appendices containing the Institute of Personnel Management Redundancy Code and the Department of Employment's 1983 booklet on redundancy payments.

The original research contained in this book was obtained from only eight unidentified companies, with some information from twelve more; it provides descriptions of the formal procedures for redundancy and management's account of what happened. The book's value will be greatest for those faced with managing, or responding to, a redundancy. Unfortunately, though the rate of redundancies has declined since 1981, there still seems likely to be far too many people in just such a situation.

Richard K. Brown

Richard K. Brown is professor of sociology at the University of Durham.

Minding their own business

Managers and Corporate Social Policy: private solutions to public problems? by Brian Harvey, Stephen Smith and Barry Wilkinson
Macmillan, £25.00
ISBN 0 333 36427 9

A major problem in coming to terms with *Managers and Corporate Social Policy* is that of fathoming precisely what the book is about. Based on a two-year study of four Midlands manufacturing firms, it poses such questions as whether corporate social responsibility exists in observed managerial practice, whether firms are involved in providing private solutions to public problems, how managers perceive the role of business in society, and what the implications of their involvement or lack of it in social policy issues has for the extension of the role of business in solving public problems.

Unfortunately the meaning of these questions and their relationship to the background issues of managerialism and business welfareism is never particularly clear. As the authors acknowledge, "corporate social responsibility is an abstract and diffuse concept" and one which the unstated number of managers who were the subjects of the research had some difficulty in comprehending. While this is not too surprising, since the gulf between the lingua franca of management theorists and that of managers is probably only exceeded by that which separates philosophers of science from practising scientists, it is frustrating to find that the central concept under investigation

seems equally bemusing to the researchers themselves.

A similar sense of frustration is engendered by the idea of "private solutions to public problems", a phrase which seems to have so fascinated the authors that they are reluctant to seriously address the issue of what it might mean until the closing pages of the book.

Taking their cue from the former Environment Secretary, Michael Heseltine, they detect "a new mood nationally among many politicians and business leaders that the time for private solutions to public problems has returned." On the one hand this might be thought to refer to the economic and moral reinvestment of industrialists in local communities, perhaps involving some kind of neo-Victorian philanthropy. On the other, it could mean the promotion of the general welfare but essentially for private gain. Yet again it may refer to the transfer of state services to the private sector. Or it could, perhaps, mean the application of "social policies" by industrial firms in the course of their day-to-day business activities. On the whole it is the latter which is the main focus of attention here so that the bulk of the empirical material deals with such matters as racial inequality, redundancy and unemployment, pollution, job design and community relations and their treatment in the four firms studied.

In three of the firms, managers seemed little concerned with social issues and were content to regard public problems as someone else's business. The fourth, however, was exceptional in that its house philosophy did imply that it could and should deal with public problems. Yet even here there are doubts as to whether firms of this kind are providing "real solutions", and, indeed, as to whether their activities really represent private solutions to public problems. For their social policies might be equally well

understood as private solutions to the private problems of capitalist enterprise.

Since it is concluded that British managers do not normally see themselves as confronted by issues of social responsibility and that they generally do not want to provide private solutions to public problems, it seems rather odd to find it recommended that managers professionalize and unionize themselves so that they are able to act in a genuinely socially responsible manner. While such a development might well liberate managers from the capitalist imperative, there is little in this study to suggest that this is a realistic possibility.

This is, then, an uneven book. While the case-study materials are interesting and fairly straightforward, the handling of the background issues and the analysis of the implications of the findings is lacking in sureness of touch. Perhaps this can be accounted for in part by the divergent orientations of the writers, one a neo-functional, one a Silvermanian action theorist and the other a radical. The most important source of difficulty, however, is that the study is crisscrossed from the start in a tangle of concepts and issues from which it never succeeds in escaping.

If managers are confused about the meaning of corporate social responsibility, about the distinction between social policy and business policy, about the potential for private solutions to public problems or even about the thoughts of Michael Heseltine and the New Right, they are unlikely to be substantially less so as a result of having read this book. And they, I fear, will not be alone.

Alan B. Thomas

Dr Thomas is lecturer in sociology and organizational behaviour at the Manchester Business School.

Inside industry

Management in Action
by Peter Lawrence
Routledge & Kegan Paul, £5.95
ISBN 0 7100 9908 8
Making Management Decisions
by Steve Cooke and Nigel Slack
Prentice Hall, £12.50
ISBN 0 13547837 5

Management in Action is an unusual book. It is not a management text, a research monograph, or an anecdotal assemblage of accumulated experience and good sense. It is, however, in a curious way a mixture of all of these.

Peter Lawrence's aim is to give business undergraduates insight into how companies are actually run, to offer in fact, a "life-like account of the realities of management". This broad and demanding brief is only partially accomplished, but there is undoubtedly some scope for a rich tell-it-like-it-is account. In order to meet it Lawrence draws not only upon a recent sample of 16 German and 25 British production and general managers, but also upon past research when he was "in and out of industry on a variety of assignments". The book will not, therefore, satisfy a reader looking for a systematic analysis; some lectures may even be reluctant to expose their carefully-nurtured degree students to this kind of free-wheeling account, preferring, rather, to relate their own stories and anecdotes.

Given the broad theme, the selection of topics is inevitably somewhat arbitrary. The opening chapter, entitled "What managers do all day", contains a very useful discussion on the potentially divergent subject of organizational charts. The elements of choice and variety are very well illustrated, and one could anticipate using the book for this purpose if not for other.

The analysis of the content of managerial work which follows is, however, less satisfactory. This classification scheme and resulting data (revealing, for example, that 50 per cent of telephone calls made by the British

sample of managers are external calls) seem to lead to no particular conclusion. The chapter on industrial relations is undoubtedly the weakest. Its content and tone appear likely to reinforce popular stereotypes - one learns, for example, that "no account of industrial relations in England is complete without a dispute about tea breaks". Similarly, instances of petty demarcation readily proffered by managers are narrated without any attempt at contextual explanation.

Offsetting these lapses is a useful account of the various specialist business functions and their interrelationships. Other realms of managerial action are illustrated and explored through the use of a technique whereby the author lists a random series of events or gives a summary of a meeting attended. This furnishes glimpses of "real" organizational problems but without depth, or feel for the context.

The best material in the final sections emerges from the author's work on the cultural differences influencing the conduct of British and West German managers. And the book is comprised of other parts which could present segments of undergraduate courses in a fresh and stimulating manner. Hence, although only a short book, I would anticipate it being used very selectively.

Making Management Decisions seeks to combine behavioural and quantitative approaches in order to develop an understanding of managerial decision processes. This is a comprehensive text replete with clear diagrams and soundly located, in the relevant literature.

The book opens with a conceptual analysis of decision-making, classifying, for example, strategic and operational, structured and unstructured decisions. Relevant behavioural considerations (perception, values, group and organization variables) constitute the subject for part two, and the quantitative techniques (modelling, probability, decision trees and risk simulation) comprise the third part. Concise examples of application are given at each stage. The final part, which is concerned with a range of practice-oriented issues such as organizing for decision-making, creativity, and the use of evaluation models, draws successfully upon both the be-

havioural and the quantitative approaches.

This is a fairly advanced text targeted at postgraduate and senior undergraduates. It is not intended, however, to be a specialist's handbook. On the contrary, it is designed to facilitate access by managers from a broad range of functional areas to the main systematic decision-making techniques. My only reservation is that while I understand "non-specialists" are merely being introduced to the various techniques these latter nevertheless presented too briefly to offer anything other than a cursory acquaintance.

A key test for this book must be the extent to which it actually succeeds in integrating the discrete realms of the behavioural and quantitative management sciences. While there are sections where this could have been further enhanced, *Making Management Decisions* provides the most comprehensive and successful achievement in this regard currently available.

John Storey

Dr Storey is senior lecturer in the department of business and management studies at Trent Polytechnic, Nottingham.

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BOOK REVIEWS

Cutting jobs

Managing Workforce Reduction: an international survey
edited by Michael Cross
Croom Helm, £17.95
ISBN 0 7099 0793 1

The ending of the long, postwar boom in the early 1970s signalled the onset of a major recession in the capitalist world system. While the British economy has been found to be especially vulnerable to the problems of industrial stagnation, intensified international competition and high rates of inflation, few, if any, of the leading industrialized countries have escaped unscathed. As firms and nations have striven to adjust, one consequence has been large-scale reductions in workforces and, since the middle of the 1970s, the re-emergence in OECD countries of what the West German contributor to this study rightly refers to as the "classical mechanism of the

industrial reserve army".

Given this worldwide increase in unemployment, the subject matter of this book has an immediate relevance. Its focus is how workforce reductions have been managed in six countries - a welcome international perspective. Survey reports were commissioned with the choice of countries being determined by the wish "to cover and highlight the full range of measures used to aid and allow worker adjustment". The chosen countries were: the United States and Canada (reviewed in the same category), the United Kingdom; Japan; Australia and West Germany. For each the relevant legal framework is outlined and discussed, and the various mechanisms used by firms and governments to avoid or moderate redundancies and lay-offs are analysed, often by reference to interesting case material. In addition, the contributors usefully seek to place their reviews in a wider context by examining other facets such as the nature and composition of the workers most affected.

While the balance of coverage and the quality of the individual reports varies, the strength of the book is in its wealth of detail and the comparisons and parallels which can be drawn between countries in terms of practice. For example, one sees in all the countries reviewed the difficulties experienced in providing adequate pro-

tection for employees being made redundant, including those with apparently favourable legal frameworks and a strong union movement, such as West Germany.

Although all the reports are of interest, those of W. W. Daniel (United Kingdom) and Douglas Anthony (Japan) are particularly stimulating. In very different ways both countries are deemed to have managed the problem of adjustment well, although the future is less certain. In an incisive overview the former draws on empirical research carried out at the Policy Studies Institute to assess the weaknesses of the present scheme, and to expose some of the myths concerning redundancy and unemployment. His view that the "distinctive system for managing redundancies in Britain has made a major contribution to the acceptability of job loss is difficult to challenge. However, it may well be that voluntary redundancy schemes are now losing their attraction and effectiveness as alternative employment opportunities dry up. In this regard the recent lengthy and bitter dispute in the coal mining industry, which had job loss and future employment prospects at its core, perhaps indicates that the limits of acceptability have been reached.

With its emphasis upon alternatives to redundancy and unemployment,

The Metro story

Innovation and Management Control: labour relations at BL Cars
by Paul Willman and Graham Winch
Cambridge University Press, £19.50
ISBN 0 521 26802 8

In the middle 1970s, BL Cars might have been held up as an illustration of the "British disease". It was a company with an ageing model range, low productivity even by the standards of the British car industry of the time, poor industrial relations, and it had suffered a near catastrophic loss of market share, much of which had been met by imported cars. Paul Willman and Graham Winch deal with a central part of the company's product led recovery, namely the development and production of the Mini Metro which was finally launched in October 1980.

Their study is an ambitious one, seeking to spell out some of the broad links between the corporate strategy for recovery, the development of new products, and the consequent choice of new processes and the emerging

labour relations strategy. The changes at BL during this period offer a splendid opportunity for just such an analysis. The study is based mostly on an analysis of company documents, and on a large number of interviews with managers, trade union officials, and shop stewards. Willman and Winch argue that the prime factors behind the choice of high technology for the new Metro line at Longbridge - it was to be the first car assembly line in Britain to make extensive use of robotics - were to adopt technically advanced but tested methods, and to keep down the amount of direct labour required. Welding by robots rather than manually was believed to be more reliable, and it was feared that adoption of labour intensive techniques would perpetuate the company's previous labour relations problems. Thus the choice of technology already contained an implicit view of industrial relations. These decisions were taken between 1974 and 1975, predating both the company's participation scheme introduced as part of the Ryder rescue plan in 1975, and the Edwards era.

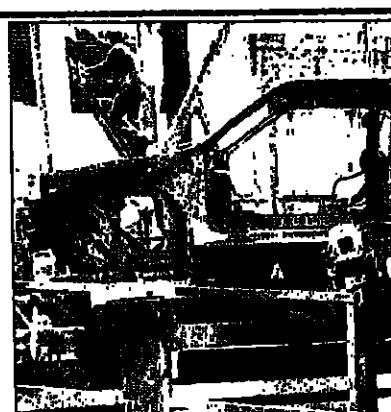
Equally important in the Metro story, they argue, were the organizational and industrial relations changes which affected the company as a whole. At the same time as building up new processes and the emerging

Japanese practice stands in marked contrast to this and other countries. Anthony begins by pointing out the central contradiction in any attempt to develop a policy for managing redundancy and develops this with an interesting discussion of how Japanese management has reconciled the so-called lifetime employment system with the urgent need, from the mid-1970s, to cope with the problem of adjusting cost structures. Their success in so doing is evident, but at the cost of transferring the burden of adjustment, so that "the price of maintaining the lifetime employment system is in part borne by many firms who are not themselves a party to it".

One weakness of the book is the absence of an analytical overview to help integrate the key conceptual and empirical issues emerging from the individual surveys. The brief introduction by the editor does not really provide this, and while it raises some valid and interesting questions they require elaboration. However, on balance this study has much to recommend it and will be of value to anyone interested in this important area.

Alan Whitaker

Alan Whitaker is lecturer in the department of behaviour in organisations at the University of Lancaster.



was concentrating its volume car production on its Cowley and Longbridge plants, and closing others. The weakness of the company's industrial relations had long been recognized: notably, the multiplicity of bargaining units; a payments system which was not bringing forth the effort management wanted; and management's need to negotiate job changes in a very decentralized way. Slow progress only had been made on these issues until the imposition of new working practices and the implementation of changes in bargaining structure in 1979 and 1980 under the chairmanship of Sir Michael Edwards. These were brought in against the threat of possible closure.

It will never really be known how far the participation scheme introduced in January 1976 as part of the Ryder rescue plan offered a practical alternative to the management style subsequently adopted by Sir Michael Edwards. Willman and Winch show that the scheme had certain crucial weaknesses from the start, the most important, where the Metro was concerned, was that many of the key decisions affecting labour had already been taken beforehand. This would explain many of the unions' and workforce's misgivings about the scheme. In addition, it was very difficult to bring about a rapid shift in the style of decision-making in a company in which industrial relations had traditionally been tough.

The authors have taken on a difficult and not least task, and have done it well. In particular they have explained the technical side of the changes in a way comprehensible to the non-expert, and which can be related to the organizational changes. The one disappointing factor is that in a series which purports to bridge the gap between the researcher and the practitioner there should be such heavy and sometimes unnecessary referencing of secondary sources, especially in the introduction.

David Marsden

David Marsden is lecturer in industrial relations at the London School of Economics.

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Universities continued

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LECTURESHIP IN INORGANIC CHEMISTRY

Applicants should be active in research in the area of Synthetic Inorganic Chemistry with interest in Co-ordination Chemistry of the Transition and/or Main Group Elements. The lectureship is part of the Department of Chemistry and Applied Chemistry's current programme of expansion in synthetic chemistry and will complement the forthcoming appointment of a Chair in Inorganic Chemistry which is the result of recent additional recurrent grant given to the University by the U.G.C. Informal enquiries may be made to Professor E. Wyn-Jones, Chairman of Department (extension 641). (Ref CH/298/THES).

LECTURESHIP IN PHYSICAL CHEMISTRY

The lectureship is intended to strengthen the Department of Chemistry and Applied Chemistry's activities in Colloid and Interface Science. Applicants should be keen to pursue research into nucleation and new phase formation and will preferably have a sound theoretical background in areas relevant to this field. Applications from suitably qualified chemists and non chemists will be equally welcome. Informal enquiries may be made to Professor E. Wyn-Jones, Chairman of Department (extension 641). (Ref CH/297/THES).

LECTURESHIP IN ELECTRONIC MATERIALS AND DEVICES

The major interests of the Electronic Materials and Devices Group within the Department of Electronic and Electrical Engineering are concerned with the use of ion and other energetic particle and radiation beams for modifying the electrical and physical properties of materials and for composition and structural analysis of solids. The successful applicant should have research experience in these areas and will be expected to have competence in information technology and/or electronics. (Ref E/285/THES).

LECTURESHIP IN ITALIAN LANGUAGE AND LINGUISTICS

The successful applicant will be expected to have native or near-native ability in Italian, to teach Italian language and linguistics at all levels and to engage in and supervise research in this sphere. It is hoped that the person concerned will also be prepared to become involved in the use of computers for teaching purposes and/or translation. An interest in teaching aspects of Italian XIX and XX Century history and/or institutions would be an added advantage. (Ref ML/93/THES).

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Product quality, particularly reliability, is increasingly seen as a major factor in securing markets. The person appointed to this new post in the Department of Aeronautical and Mechanical Engineering will be expected to examine experience in industry in this area concentrating on the physical aspects of lack of reliability. Industrial experience and a willingness to develop cross-disciplinary activities are essential. (Ref ME/398/THES).

Appointments will be made to these posts from 1 October 1988 or as soon as possible thereafter.

Salary within the range £7,520 to £14,925 per annum. Further particulars and application forms are available from the Registrar, University of Salford, Salford, M5 4WT. (Tel: 061-736 5843 Ext 215) to whom completed applications should be returned by 22 April 1988. Please quote the appropriate reference.



UNIVERSITY OF SALFORD

UNIVERSITY OF EAST ANGLIA Norwich

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(Biogeochemical Cycling)

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Salary on the scale £7,520-£14,925 per annum (under review) plus US\$ benefits. Applications are invited from chemists (including geo- and bio-chemists) or microbiologists, with an interest in aspects of biologically mediated exchange of chemical elements between sediments, soils, fresh and marine waters, and the atmosphere. Applicants should not be more than 35 years of age.

Applications (three copies) which should contain a full curriculum vitae, including exact date of birth, together with the names and addresses of three persons to whom reference may be made, should be lodged with the Establishments Officer, University of East Anglia, Norwich NR4 7TJ (telephone 0693 56161, Ext. 2126) from whom further particulars may be obtained, not later than 6th May 1988. No forms of application are issued. (10029)

UNIVERSITY OF BRADFORD Modern Languages Centre

NEW BLOOD LECTURESHIP IN Modern Languages

Applications are invited from candidates with research interests in Languages for Special Purpose/Translation as well as in the field of Translation. The successful applicant will be expected to contribute to the post in the area of the teaching and training of the specialist professional translator. The successful candidate should be under the age of 35 and be a graduate in modern languages, preferably with qualifications in linguistics and experience as a professional translator working for at least two years. An interest in the computer as a tool in translation and dictionary-making is an asset. Starting date: 1 September 1988. Salary on scale £7,520-£14,925 p.a. Specifiable. Applications forms and further particulars available from the Deputy Secretary (Ref: UJN/MTN), University of Bradford, West Yorkshire, BD1 1PT. Closing date 29 April 1988. (10030)

The University of Bradford

RESEARCH ASSOCIATE IN PHYSICS

Department of Physics

Applicants are required to have a PhD in Basic Physics and skills in either laser or solid state physics. The position is funded by the Australian Research Council and is to be in the area of spectroscopy of solids with emphasis on semiconductors and superconductors. Both theoretical and experimental work is carried out. Further particulars may be obtained from the Registrar, University of Bradford, West Yorkshire, BD1 1PT. Closing date 29 April 1988. (10031)

UNIVERSITY OF BRADFORD

Universities continued



The University of Western Australia Perth

Applications are invited for the following posts for which applications close at the close of business, 31 March 1988 (unless otherwise stated) as an Assistant Lecturer in Research Fellow (A/L) or Senior Research Fellow (S/R) in the Department of Mathematics. The successful applicant will be expected to contribute to the Department's research programme in the field of Mathematics. The successful applicant will be expected to contribute to the Department's research programme in the field of Mathematics. The successful applicant will be expected to contribute to the Department's research programme in the field of Mathematics. (10032)

LECTURER IN EDUCATION: SOCIOLOGY OF EDUCATION

The Department of Education in the Faculty of Education is seeking a Lecturer in Education: Sociology of Education. The successful applicant will be expected to contribute to the Department's research programme in the field of Education. The successful applicant will be expected to contribute to the Department's research programme in the field of Education. (10033)

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The University of New South Wales Sydney

LECTURER School of Psychology

Applicants should have a doctorate and a research background in psychology. The successful applicant will be expected to contribute to the Department's research programme in the field of Psychology. The successful applicant will be expected to contribute to the Department's research programme in the field of Psychology. (10035)

The University of Wollongong

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Department of Physics

Applicants are required to have a PhD in Basic Physics and skills in either laser or solid state physics. The position is funded by the Australian Research Council and is to be in the area of spectroscopy of solids with emphasis on semiconductors and superconductors. Both theoretical and experimental work is carried out. Further particulars may be obtained from the Registrar, University of Bradford, West Yorkshire, BD1 1PT. Closing date 29 April 1988. (10036)

UNIVERSITY OF BRADFORD

SENIOR LECTURER/LECTURER IN ACCOUNTING

Department of Commerce

Appointments, unless otherwise stated, will be for a fixed term of three years. The successful applicant will be expected to contribute to the Department's research programme in the field of Accounting. The successful applicant will be expected to contribute to the Department's research programme in the field of Accounting. (10037)

The Australian National University

SENIOR LECTURER/LECTURER

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Preference may be given to applicants whose research interests are in the area of Australian Constitutional Law, Administrative Law, Public Law, or those with interests in other fields, especially comparative law, are encouraged to apply. The successful applicant will be expected to contribute to the Department's research programme in the field of Law. The successful applicant will be expected to contribute to the Department's research programme in the field of Law. (10038)

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The City University Department of Systems

LECTURESHIP IN SYSTEMS MANAGEMENT

Applicants are invited for the post of Lecturer in Systems Management. The successful applicant will be expected to contribute to the Department's research programme in the field of Systems Management. The successful applicant will be expected to contribute to the Department's research programme in the field of Systems Management. (10069)

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The City University Department of Systems

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The City University Department of Systems

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The City University Department of Systems

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**National University of
Lesotho**

**RESEARCH/
SENIOR RESEARCH
FELLOW IN THE
INSTITUTE
OF SOUTHERN
AFRICAN STUDIES**

Applications are invited from suitably qualified candidates for the above post.

Qualifications and experience: Applicants should have a master's or doctoral degree in African Studies or a related discipline.

or Sociology/Social Anthropology with several years of post-qualification experience in research and scholarly publications. Preference will be given to candidates with research experience in Southern Africa, with familiarity and experience in externally funded research projects and coordination with external funding agencies. Experience in the formulation and evaluation of projects, procedures

Duties: Successful candidates will be responsible for the institute's research projects seminar programme, carry out research on institute projects and in area(s) of personal interest.

Allowances: 25% gratuity per annum for appointees on short contract terms, for first two years of service, rising to 2 1/4% and 30% in each subsequent similar period.

Applications, including full curriculum vitae, stating age

qualifications, research experience, publications and names and addresses of three referees, should be forwarded to the Senior Assistant Registrar (Appointments) National University of Lesotho, P. O. Box 180, Maseru, South Africa, by 20 April 1988. Applicants resident in the United Kingdom should also send a copy to the Secretary General, Association of Commonwealth Universities (Appointments), 11 Bedford Square, London WC1R 4EJ, UK.

**University of
Surrey**
Department of Linguistic
International Studies
LECTURER IN LAW
Applications are invited

a Lectureship in Law in the Department of Linguistic and International Studies from 1 September 1985. Successful candidates will participate in the teaching of English Law to students reading for a degree in Modern Language Studies and Law and will be required to teach Constitutional and Administrative Law and either Contract or Tort. An interest in EC Law and Public International Law is an advantage.

Salary will be in the range of \$7,520 - \$14,925 per annum according to age, qualifications and experience, with superannuation under U conditions.

Further particulars available from the Academic Registrar (AA), University Survey, Guildford, Surrey.

GUY 5XN, or Tel: Guildford (0483) 571281, Ext. 635. Applications from men and women, in the form of curriculum vitae, including the names and addresses of three referees, should be sent to the same address by April, 1985 quoting the advertisement reference 371/THE 9. (59733)

**'NEW BLOOD'
LECTURESHIP
IN ANCIENT
NEAR EASTERN
STUDIES**

Applications are invited for the above appointment to be funded under the UGC's 'New Blood' scheme. The successful applicant will become a member of the Department of Near and Middle East and will be required to teach Akkadian in its several dialects, subsequent inclusion of Sumerian. Research emphasis will be in the history of the intellectual achievements of the

Candidates should normally be aged 35 or under on 1 October 1988 and should be currently hold a permanent University post in the UK.

Application forms and further details obtainable from The Secretary, School of Oriental and African Studies, 21, Bloomsbury Street, London WC1E 7HF, to whom applications should be submitted by

May 1985, (06734)

University of

**University of
Bristol**
School of Education

**RESEARCH
ASSOCIATE**

Required for May 1985, or
as soon as possible thereafter,
full-time on the D55
Research Associate position of
Record of Achievement
Research Associate, currently by the University of
Bristol.

Candidates should preferably
have a higher degree in
Education and be familiar
with qualitative research techniques and measurement
techniques. Extensive travelling
experience and a willingness
to work in a team is essential.

The appointment will be
for a period of three years on
a full-time basis, with a
sabbatical year within the
period.

Salary range £10,350-
£13,000 (under review).

Further details are available
from the Secretary,
School of Education, 35
Bristol Road, Bristol BS8
3TH. Applications should
be sent before the 15th
February 1985 to the
Secretary (Ref. CW/RS/85
1), (047474).

Cambridge
Department of Education

DOMESTIC BURSAR
A vacancy will arise during the next few months for a Domestic Bursar who will be responsible for the day to day supervision of porters and maintenance team, lodging and mess management, domestic mechanics. There is considerable responsibility for the buildings works and the redecoration of College buildings. The successful candidate must have previous experience in the carrying out of the day to day staff.
Salary will be on the scale of £9,350 to £11,600 with increments to £13,000. The successful candidate will receive membership of U.S.E.S.
Application forms and further particulars from the Admissions and Applications Office, Cambridge CB2 1DQ. Tel: 336581.
(127658) H

University of St. Andrews
Applications are invited from persons with a first degree or equivalent in any field of mental handicap for a new
new

CHAIR OF LITERATURE

which has been created with the Department of Psychology as the result of a generous grant from the Scottish Society for the Mentally Handicapped, the Chair is regarded primarily as a research Chair.

Salary within the professional range.

Applications in triplicate with the names of three referees, must be sent by May 1985 to the Establishment Officer, The University of Edinburgh, 10 George Square, Edinburgh, EH8 9JY. Only those applications marked with the number 108770 are considered. (108770)

University College

Applications are invited by the Governing Body of the College for the following full-time statutory post:

PROFESSORSHIP OF STATISTICS

Prior to application, further information (including application procedure) should be obtained from the Secretary, Bursar, University College, Belfast, Dublin 4. Telephone enquiries: 653244, Extension 31.

The closing date for receipt of applications is 15th November 1983.

**University of
Reading
POSTGRADUATE
RESEARCH
STUDENTSHIPS
IN THE FACULTY
OF URBAN AND**

SERC Environment and Planning Doctoral Programme

Applications are invited for the SERC Doctoral Programme in research studentships to start in October 1985 in the fields of human geography, planning studies, land management and urban and regional economics. The Doctoral Programme in the Faculty of Urban and Regional Studies, which involves tuition and guidance in research methodology in the first year, is the only programme

Applications are also invited for EGRC Student Committee members for research in the above social science disciplines.

Applications may be made to the EGRC on a formal basis from: The Suburban, Faculty of Urban and Regional Studies, University of Reading, Whiteknights, Reading RG6 2AA from 1 April 1985 on a formal basis.

When inquiries should be
accompanied by an indication
of the proposed research
topic. (52151) (U) M

Polytechnics continued

Applications are invited from suitably qualified and experienced candidates for the posts of:

Department of Biology/Biochemistry

1. Reader in BIOCHEMICAL IMMUNOLOGY

To be responsible for the development of research programmes and to contribute to the teaching of the Masters Course in Biochemical Immunology.

2. Lecturer II in PLANT PHYSIOLOGY

To contribute to the Department's teaching and research activities in the area of Plant Physiology.

Department of Paramedical Sciences

3. Senior Lecturer in PHARMACOLOGY

To co-ordinate the Department's teaching and research activities in the area of Pharmacology.

4. Lecturer II in PHARMACOLOGY

To contribute to the Department's teaching and research activities in the area of pharmacology.

5. Lecturer II in PHYSIOLOGY

To contribute to the Department's teaching and research activities in the area of Human Physiology.

6. Lecturer II in MICROBIOLOGY - 2 POSTS

To contribute to the Department's teaching and research activities in aspects of genetic and applied microbiology.

Posts 3, 4, and 5, need to cover the areas of immunopharmacology, cardiovascular, CNS and autonomic pharmacology.

Application forms and further particulars may be obtained from the Personnel Office, Sunderland Polytechnic, Langham Tower, Ryhope Road, Sunderland, SR2 7BE, or telephone Sunderland 78231 Ext. 11

Closing date: 19 April 1985

Department of Law

7. Lecturer II in LAW

Department of Accounting & Finance

8. LI/SL

Candidates should have an interest in financial accounting or management accounting.

Salary LI/SL: £8,586 - £15,099

(Inclusive of London Weighting)

Salary Reader: £14,133 - £17,505

(Inclusive of London Weighting)

Candidates will be expected to have the appropriate academic qualifications as well as research experience for all the above posts.

Application forms and further particulars from: The Personnel Office, North East London Polytechnic, Asta House, 158/164 High Road, Chadwell Heath, Romford, Essex RM6 6LX.

Closing date: 3 May 1985.

(70008)

NELP North East London Polytechnic

Postal No. 2113413

NEWCASTLE UPON TYNE POLYTECHNIC

NAB Information Technology Initiative

Faculty of Business and Management

School of Business Analysis

LECTURER II OR SENIOR LECTURER

(2 Posts)

In Business Analysis

Ref. A7785

Burnham FE: LI £7,548-£12,089 p.a.

SL £11,175-£13,128 (bar) £14,061 p.a.

The School of Business Analysis is at the leading edge of developments in Business Information Technology. The NAB has provided substantial funding for new course provision and the MSC is providing considerable support.

Applications invited from suitably qualified persons with expertise in the use of Business Information Technology in one of the following areas:

Business Policy and Business Decisions.

Management Science, Operational Research and Quantitative Business Information.

Management Information Systems, Office Information Systems and Information Technology.

The School is particularly interested in candidates who offer recent business or industrial experience or a higher degree, but newly qualified people are encouraged to apply.

For further details and application form please call our 24 hour telephone answering service (0832 323128) or write enclosing a *foedisp* a.s. to: Mrs Linda Morris, Admin. Asst., (Recruitment), Newcastle upon Tyne Polytechnic, Ellison Building, Ellison Place, Newcastle upon Tyne, NE1 8ST to whom completed forms should be returned quoting the ref. by 12.4.85.

(70008)

DUNDEE COLLEGE OF TECHNOLOGY

Department of Molecular & Life Sciences

LECTURESHIP IN NURSING

Applicants must be registered nurse teachers with relevant clinical experience in any major field of nursing. They should be graduate and have experience of teaching at degree level and of directing and supervising research would be advantageous.

The successful candidate will be required to teach on an integrated nursing degree course and on a range of post-basic nursing courses, to undertake relevant research, and to contribute to course development and administration.

Salary Scale (currently under review): £1,088-£12,777 (bar) - £15,716. Initial placing on the scale will be dependent upon approved previous experience. Financial assistance towards the cost of research expenses may be payable.

Further particulars and application form obtainable from the Personnel Officer, Dundee College of Technology, Bell Street, Dundee DD1 1JN. Applications should be lodged by 12th April 1985.

(70011)

SUNDERLAND POLYTECHNIC

Faculty of Engineering

DEPARTMENT OF ELECTRICAL, ELECTRONIC AND CONTROL ENGINEERING

LI/SL -

COMMUNICATIONS ENGINEERING

Ref. S.02

Applications are invited from suitably qualified persons for the above post. The successful candidate will have an important administrative and management role and will be expected to represent the Department effectively in the Faculty and the Polytechnic as a whole. The Department is committed to making a contribution to the local community through its course provision, and the successful candidate will be expected to maintain and strengthen this commitment. He/she will also have the role of providing academic leadership within the Department and of developing its strong research tradition.

Salary scale: LI £7,548-£11,175 Bar-£12,089 (Under Review)

SL £11,175-£13,128 Bar-£14,061 (Under Review)

Candidates are sought with expertise/research interests in any area of communications engineering, but applications from those having experience and interests in the area of Digital Communications, Applications of Microprocessors in Communications and Optical Communications, will be particularly welcome.

The successful candidate will be expected to teach at undergraduate and postgraduate level, supervise project work at both levels, assist in the development of courses and curriculum, and develop personal research interests.

The initiation and development of joint projects and consultancy work with industry are encouraged.

Candidates should have a good honours degree or equivalent qualification; higher degree preferred. They should also offer appropriate industrial, research and/or teaching experience.

An application form and further particulars may be obtained from the Personnel Office, Sunderland Polytechnic, Langham Tower, Ryhope Road, Sunderland, SR2 7BE, or telephone Sunderland 78231 Ext. 11

Closing date: 19 April 1985

(70037)

HEAD OF DEPARTMENT OF ARCHITECTURE AND DESIGN

Head of Department Grade VI

Salary £18,435-£20,208

(Inclusive of London Weighting)

The Polytechnic is amalgamating its Schools of Architecture and Design to form a single Department of Architecture and Design with effect from 1 September 1985.

Applications are invited from suitably qualified and experienced candidates for the new post of Head of Department.

Application forms and further particulars may be obtained by writing to The Personnel Office, North East London Polytechnic, Asta House, 158/164 High Road, Chadwell Heath, Romford, Essex RM6 6LX.

The closing date for the receipt of applications is 22 April 1985.

(70008)

NELP North East London Polytechnic

Postal No. 2113413

Thames Polytechnic

School of Social Sciences

TEMPORARY LECTURESHIPS

Applications are invited from suitably qualified persons for one-year appointments in:

Economics with particular interest in teaching Business Studies students.

Sociology with an interest in sociological theory and quantitative research.

Further particulars and application forms from the Staffing Office, Thames Polytechnic, Wellington Street, London SE18 6PP.

Applications should be returned by 28 April 1985.

Thames Polytechnic is an Equal Opportunities Employer.

Salary scale: Lecturer II £8,586 - £13,131 inclusive.

Further particulars and application forms from the Staffing Office, Thames Polytechnic, Wellington Street, London SE18 6PP.

Applications should be returned by 28 April 1985.

Thames Polytechnic is an Equal Opportunities Employer.

Salary scale: Lecturer II £8,586 - £13,131 inclusive.

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POLYTECHNIC OF THE SOUTH BANK

FACULTY OF EDUCATION, HUMAN AND SOCIAL STUDIES

HEAD OF DEPARTMENT OF SOCIAL SCIENCES

Ref. S.02

Applications are invited from suitably qualified persons for the above post. The successful candidate will have an important administrative and management role and will be expected to represent the Department effectively in the Faculty and the Polytechnic as a whole. The Department is committed to making a contribution to the local community through its course provision, and the successful candidate will be expected to maintain and strengthen this commitment. He/she will also have the role of providing academic leadership within the Department and of developing its strong research tradition.

Salary: £18,435-£20,208 per annum inclusive of London Allowance.

Application forms and further particulars available from the Staffing Office, Polytechnic of the South Bank, Borough Road, London SE1 0AA. Tel: 01-228 8898 Ext. 2355.

Closing date: 22nd April 1985.

The Polytechnic is an Equal Opportunities Employer

(7003)

LIVERPOOL POLYTECHNIC

Department of Business Studies

LECTURER II/SENIOR LECTURER

In Business Policy/Consumer Behaviour

LI/SL £7,548-£14,061

Applications are invited from suitably qualified candidates, who will be able to contribute to the Departments existing under graduate and BTEC teaching. Ideally candidates will have experience of teaching and will be able to help develop the curriculum and research in business policy.

For further particulars and an application form contact the Personnel Office, Liverpool Polytechnic, Rodney House, 70 Mount Pleasant, Liverpool, L3 8UX (Tel. 051 207 3581 ext. 2518/2520) to whom applications must be returned not later than Friday, 12th April, 1985.

Liverpool Polytechnic is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability.

(7004)

LEEDS POLYTECHNIC

APPOINTMENT OF ASSISTANT DIRECTORS

The Governing Body invites applications for the following senior management posts vacant from 1 September 1985:

ASSISTANT DIRECTOR - Academic Affairs

ASSISTANT DIRECTOR - Personnel/Services

ASSISTANT DIRECTOR - Resources

Candidates should have appropriate academic and professional qualifications and relevant experience at a senior level in higher education.

Salary: VP10 (maximum) £23,424 per annum

Details from: The Clerk to the Governors, Leeds Polytechnic, Calverley Street, Leeds LS1 3HE. Tel: (0532) 462319.

Closing Date: 12 April 1985.

Leeds is an equal opportunity employer.

(70048)

Kingston Polytechnic

Faculty of Business and Social Science

Kingston Regional Management Centre

SENIOR LECTURER/LECTURER II IN OPERATIONS MANAGEMENT

The Faculty provides a full range of courses in business and management. M.B.A. Business Studies, and BTEC Business.

The Management and Business Development Unit works closely with companies to develop their business strategies and to provide the education and training necessary for implementation. The person appointed will be expected to contribute expertise in operations management, and to be responsible for teaching and supervising project work at both levels, assist in the development of courses and curriculum, and develop personal research interests.

Further particulars and application forms from the Personnel Office, Kingston Polytechnic, Kingston Road, Kingston KT1 1AA. Telephone (081) 541 2111.

Closing date for applications - Monday 28 April 1985.

An Equal Opportunity Employer

Salary range £8,586 - £14,778 inclusive, London allowance.

Details and application forms from the Personnel Office, Kingston Polytechnic, Kingston Road, Kingston KT1 1AA. Telephone (081) 541 2111.

Closing date for applications - Monday 28 April 1985.

An Equal Opportunity Employer

Salary range £8,586 - £14,778 inclusive, London allowance.

Details and application forms from the Personnel Office, Kingston Polytechnic, Kingston Road, Kingston KT1 1AA. Telephone (081) 541 2111.

Closing date for applications - Monday 28 April 1985.

An Equal Opportunity Employer

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Closing date for applications - Monday 28 April 1985.

An Equal Opportunity Employer

Polytechnics continued

Sheffield City Polytechnic

Department of Applied Statistics and Operational Research

PRINCIPAL LECTURER IN APPLIED STATISTICS

Applications are invited from suitably qualified and experienced people for the following posts:

DEPARTMENT OF APPLIED STATISTICS AND OPERATIONAL RESEARCH

PRINCIPAL LECTURER IN APPLIED STATISTICS

The person appointed will be expected to take a major leadership role within the department and to make significant contributions to the very wide range of statistical teaching and of research and development carried out by the Department.

DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING

PRINCIPAL LECTURER OR SENIOR LECTURER

An appointment will be made at either Principal Lecturer or Senior Lecturer level, dependent upon qualifications and experience, from persons able to contribute to one of the following areas: computer technology, VLSI and microelectronic systems design; industrial electronic systems; digital communications; control engineering; intelligent machine design or computer aided engineering.

Further particulars and application forms from the Personnel Section, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland TS1 3BA. Telephone (0642) 21821 Ext. 414.

Closing date for applications - Monday 28 April 1985.

An Equal Opportunity Employer

Salary range £11,175 - £13,128 (bar) £14,061 p.a.

Further particulars and application forms from the Personnel Section, Teesside Polytechnic, Borough Road, Middlesbrough, Cleveland TS1 3BA. Telephone (0642) 21821 Ext. 414.

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Colleges and Institutes of Higher Education continued

Nene College Northampton

Lecturer I in English (Temporary Full-time Appointment)

The person appointed will replace a member of the Department who has maternity leave for the Summer and Autumn terms 1986.

The teaching will be mainly on the BA Combined Studies Degree courses and include Shakespeare, Victorian Literature and Twentieth-century Literature.

For further details and application form send to: The Dean, Faculty of Humanities and Adult Education, Nene College, Moulton Park, Northampton NN2 7AL.

Completed application forms to be returned within 14 days of the appearance of this advertisement.

(70088)

SOUTH GLAMORGAN COUNTY COUNCIL SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION (CARDIFF) DEPARTMENT OF EDUCATION SENIOR LECTURER Post No. LR8 (Re-advertisement)

Applications are invited from highly qualified graduates, preferably with a higher degree, and well-versed in research and current research in Language and Reading. Applicants for the challenging post should have successful teaching experience, preferably in primary schools. Responsibilities will include a teaching commitment, B.Ed., P.D.C.E., and in-service diploma courses, all validated by the University of Wales, and direction of the administration and organisation of the Unit and well-resourced Centre. Duties to commence as soon as possible. Previous applications will be reconsidered.

SALARY SCALE: £11,175-£14,081
Further particulars and application forms may be obtained from The Personnel Officer, South Glamorgan Institute of Higher Education, Cyncoed Centre, Cyncoed Road, Cardiff CF2 6TB. (Telephone No. 0222 981111 Ext. 3392). Completed application forms should be returned within fourteen days of the publication of this advertisement. (70050)

Cambridgehire College of Arts and Technology (Equal Opportunity Employer)

LECTURER II/ SENIOR LECTURER IN MECHANICAL PRODUCTION ENGINEERING

Required from September 1985 to teach Mechanical and Production Engineering subjects on BTEC National Certificate and Higher National Certificate courses. Candidates should hold an appropriate degree and have a minimum of 3 years' experience in a relevant field. Salary scale £11,175-£14,081. Further details and application forms may be obtained from The Personnel Officer, Cambridgehire College of Arts and Technology, 100, The Quadrant, Cambridge CB2 3RQ. (Telephone No. 0223 355875). (70056)

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Overseas

Yarmouk University

2-The Language Centre at Yarmouk University invites applications for the following posts:

1. Instructor of general and technical translation. (Open English into Arabic and vice versa).

Applicants must hold an M.A. in Translation and Linguistics with a high average mark in a recognised university. Applicants must also have at least four years' experience in written translation, and must have native competence in two languages and native-like competence in the other.

Salary: According to experience and qualifications in the range of \$25-371 Jordanian Dinars per month.

2. Assistant Professor in Arabic Professor to lecture on the Theory of Translation, Applied Linguistics and Contrastive Linguistics for translation and editing purposes.

Applicants must hold a Ph.D. in Applied Linguistics and Translation and must be native speakers of English with a strong command of Arabic in both spoken and written media or a native speaker of Arabic with native-like competence in English.

Experience: Assistant Professor a minimum of four years of experience in a university or high academic institution.

Associate Professor: 8 years of experience with published research papers and a distinguished career.

Salary: According to experience and qualification. Assistant Professor: JD490-581 per month. Associate Professor: JD644-730 per month. Applications, including copies of academic and professional transcripts and recommendation letters should be sent not later than May 15, 1985 to: Faculty Affairs Division, Yarmouk University, Irbid, Jordan. (70057)

Overseas continued

KENYATTA UNIVERSITY COLLEGE

Applications are invited for the following posts:-

PROFESSOR

— FINE ART DEPARTMENT

REF: KAC/85/6 — Re-advertisement.

Applicants should have a good postgraduate degree in Art with specialisation in at least three of the following: Painting, Graphics, Textiles, Ceramics, Sculpture, Art Education, Art History/Appreciation. In addition to sound academic background, applicants should have considerable teaching experience at University level plus evidence of professional contribution to art through artistic production and/or publication. They must have ability to direct research, plan, initiate and execute new teaching programmes for both undergraduate and postgraduate students. The applicant should preferably have experience in running of a university department.

SENIOR LECTURER

— FINE ART DEPARTMENT

REF: KAC/85/11 — Re-advertisement.

Applicants should have a good postgraduate degree in Art with specialisation in two or more of the following: Painting, Graphics, Textiles, Ceramics, Sculpture, Art Education, Art History/Appreciation. They must have considerable experience in teaching both undergraduate and postgraduate students at University level. They must have proven evidence of professional contribution to art through artistic production and/or publication.

LECTURER

— HOME ECONOMICS DEPARTMENT

(2 POSTS) — REF: KAC/85/14 — Re-advertisement.

Applicants should have a minimum of a Master's degree in either Home Management, Foods and Nutrition or Clothing and Textiles. They should also have a minimum of three years teaching experience at the University level. The successful candidates will be expected to teach undergraduate students and also supervise in Home Management Residence as well as teaching practice. Preference will be given to candidates who will have evidence of professional growth through professional involvement within the department, outside the department and through research.

LECTURER

— CHEMISTRY DEPARTMENT

REF: KAC/10/84/88 — Re-advertisement.

Applicants for this post must have Ph.D. in Physical Chemistry. Preference will be given to applicants who are specialists in either Chemical Kinetics, Quantum or Surface Chemistry. Successful applicants will be expected to teach Bachelor of Education, Bachelor of Science and Master of Science courses. The successful applicant will also be expected to carry out research in an area of specialisation and take part in Teaching Practice.

Terms of Service include membership of Senior Staff Superannuation Fund or FRSU and a non-contributory medical scheme, subsidised housing and/or a generous housing allowance.

Applicants from the United Kingdom may be eligible for British Government Supplementary Scheme which is tax exempt. The BESS scheme is restricted to certain fields only.

Applicants should submit details of age, marital status, education, qualifications, experience, present post, salary, copies of certificates, samples of selected publications (which must be enclosed) and names and addresses of three referees should be addressed to:-

The Registrar,
Kenya Teachers' University College,
P.O. Box 43444,
NAIROBI

SALARY SCALES: — KES940 x KES180-KES200 per annum.
PROFESSOR — KES380 x KES180-KES240 per annum.
SENIOR LECTURER — KES272 x KES180-KES254,
LECTURER — KES200 x KES180-KES250 per annum. (70084)

GRIFFITH UNIVERSITY

Applications are invited for the following posts:-

LECTURERS

COMPUTER SCIENCE

SOCIAL CONTEXT OF COMPUTING

The University has developed a Bachelor's degree programme in Computing and Information Studies, which admits its first intake of students in 1985.

The University wishes to make further faculty appointments to this programme and applications are invited from individuals with appropriate qualifications and interests in an area of computing science such as:

Theory of Computing
Programming Languages
Programming Methodology
Software Engineering
Graphics
Data Communications
Artificial Intelligence
Information Systems
OR in an area of social studies relating to computing technology such as:

Sociology
Cognitive Psychology
Linguistics
Organisational Theory
Organisational Behaviour
Law

Applicants will be required to participate in the further development of the degree programme in addition to their teaching and research responsibilities, and thus an interest in academic planning would be an advantage.

The appointment is a continuing (tenurable) one. Salary, depending upon qualifications and experience, will be within the range of \$22,440 to \$33,864 per annum. Code of fees and reasonable removal expenses will be met for appointees from outside Brisbane.

Interested Applicants should first contact:
Mr. P.S. Hetherington
Assistant Secretary General
Association of Commonwealth Universities
38 Gordon Square
London, WC1H 9PE

Applicants should submit the form of application.
The closing date for applications is 3 May 1985.

Griffith University is an Equal Opportunity Employer. (70085)

Technical Education Posts Overseas

Botswana Polytechnic

Post 1: Lecturer in Mechanical Engineering (Fluids)

Duties: to teach Mathematics, Technical Drawing, Engineering Science and Workshop Technology on CGLI courses 265 and 800 (OTD) Series, and Fluid Mechanics on CGLI course 800 (HTD) Series; to assist in the organisation and development of laboratories; to set and mark internal examinations; to carry out any other duties as may be required by the Principal or Head of Department. Reference: 84 K 88 TH

Post 2: Lecturer in Mechanical Engineering (Machines)

Duties: to teach Mechanics of Machines to students on CGLI course 800 (HTD); to teach a selection of Mathematics, Technical Drawing, Science and Technology on CGLI course 265; to assist in the organisation and development of laboratories; to set and mark internal examinations; to carry out any other duties as may be required by the Principal or Head of Department. Reference: 84 K 87 TH

Qualifications: (for both posts) HNC/HND or equivalent in Mechanical Engineering; minimum of 5 years' relevant industrial experience and 4 years' FE teaching experience. Teaching qualification desirable. Candidates must be British with a UK educational background. Preferred age 30-50.

Salary: (for both posts) A basic salary paid locally by the Government of Botswana on a scale ranging from Pula 8,844 - 11,184 (K1 = P2,008 approx.) plus a normally tax-free supplement paid by the British Government under its aid programme of £5,112 (single) or £7,764 (married).

Other benefits include end of contract gratuity payment, free air passages for officer and dependant family members plus baggage allowance. Officers may also be eligible for children's boarding school allowances and holiday visits for UK-based children. Appointment grant.

Contract: Initially for 30-36 months with the Government of Botswana, starting September 1985 latest.

Closing date for applications: 3 May 1985

For further details and an application form, please write, quoting the post reference number to: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0DT (70082)



NEPEAN COLLEGE OF ADVANCED EDUCATION SYDNEY, AUSTRALIA (An Equal Opportunity Employer)

PRINCIPAL

Nepean College of Advanced Education was established in 1973 to serve the higher education needs of the rapidly expanding population of Western Sydney and the adjacent Blue Mountains. Total population of this region is approximately one million and has been growing by some two to three per cent per annum.

The College operates on two campuses, one at Westmead (near Parramatta) and the other at Kingswood (near Penrith). It offers courses in Business Studies, Education, Visual and Performing Arts, Nursing and Introductory Applied Science and Engineering. New developments are planned in Humanities and Applied Social Sciences, and Computing. The Tertiary Education Commission has projected significant growth for the Institution.

With the retirement of the current occupant, Dr. E. S. Boulton, at the end of 1985, the College Council is seeking to appoint as Principal a person with high academic qualifications, who is able to provide evidence of successful experience in administration in a tertiary institution as well as having exercised significant academic leadership. Applicants should have a willingness and capacity to implement equal employment opportunity principles.

The Principal is the principal academic and administrative officer of the College and is charged with the responsibility of promoting the interests and furthering the development of the College.

Salary is at the level of Principal II, i.e. A\$56,461 p.a. (under review) with an expense allowance of A\$994 p.a.

The College will provide assistance in travel and removal expenses to Sydney. A superannuation scheme and staff home purchase scheme are also available, and a vehicle is provided for official use.

Further information on the position and the College is available from the Chairman of Council, Mr. R. A. Hingston, A.M., Box 16, Kingswood, N.S.W. 2750, Australia, or the College Secretary, Mr. A. Dunstan at the same address or telephone (047) 36 0227. Applications, marked "Confidential" and including a full curriculum vitae and the names and addresses of three referees should reach the Chairman by 28th April, 1985.

The Council reserves the right not to make an appointment from respondents to this advertisement. (70086)

Overseas continued

Senior & Principal Lecturers

Singapore to £40,000

We are currently seeking senior lecturing staff at all levels for universities and polytechnics in Singapore. These institutions offer ultra-modern facilities and are run on UK lines with instruction in English. A 3 year initial contract is offered with good prospects for long-term employment with very attractive salary packages ranging up to £40,000 for Professors. Highly subsidised housing is provided together with free passage to and from the UK, child education allowances and other benefits. Tax is much lower than the UK and a high standard of living is possible with good savings opportunities. We need people with recognised degrees and at least six years teaching and commercial/industrial experience in the following specialisations:

1. Engineering
 - a) Mechanical
 - b) Production
 - c) Electronics
 - d) Electrical
 - e) Instrumentation and Control
 - f) Robotics
 - g) Civil and Structural
2. Computer Studies
 - a) Programming
 - b) Systems Analysis
 - c) System Design
 - d) CAD/CAM
3. Business Studies
 - a) Accounting
 - b) Economics & Statistics
 - c) Organisation studies
 - d) Law

Your application will be treated in strict confidence and after academic approval from Singapore, selected candidates will be invited for interview in London at which time full information and brochures will be provided.

Send full resume to TONY SMITH, General Manager, PER OVERSEAS, 4th Floor, Ritz House, 4-12 Regent Street, London, SW1Y 4PP. (70081)

PER OVERSEAS
The complete overseas recruitment service

UNIVERSITY OF NATAL Fine Arts & History of Art Pietermaritzburg

Applications are invited from suitably qualified persons regardless of sex, religion, race, colour or national origin for appointment to the post of

LECTURER IN PRINTMAKING

Candidates should have an expert knowledge of all aspects of relief, linocut, lithography and serigraphy/printmaking, as well as photographic applications thereof. Candidates must also be conversant with photographic techniques and facilities. It is essential that candidates are able to organise and maintain both studio and classrooms concerning chemicals, equipment and safety.

Teaching experience at a tertiary level is essential. A creative portfolio must accompany the application.

The appointment carries an attractive salary package, details of which are obtainable from the staffing section on request (telephone 63320). The salary offered will be determined according to the qualifications and/or experience of the successful applicant.

Application forms, further particulars about the post and conditions of service are obtainable from the Registrar, University of Natal, P.O. Box 378, Pietermaritzburg, 3200, telephone 63320, with whom applications on the prescribed form must be lodged not later than 30 April 1985, quoting reference PNB 1785.

Application forms for overseas applicants are available from the Secretary, South African Universities Office, Chichester House, 278 High Holborn, London WC1V 7HE. (70084)

General Vacancies

TVEI Project Adviser

Posts in the Manpower Services Commission

The Manpower Services Commission is responsible on behalf of the Secretaries of State for Employment, Education and Science, Wales and Scotland, for implementation of the Technical and Vocational Education Initiative (TVEI) in collaboration with LEAs/EAs in England, Wales and Scotland.

The TVEI Unit of the MSC wishes to make a number of additional appointments to its advisory team. Advisers are responsible on a regional basis for assisting LEAs to develop their TVEI projects; for monitoring the progress of projects against TVEI aims and criteria; and for assisting LEAs and the Unit in disseminating experience and practice. MSC is seeking to fill posts in the South West, the Midlands and London and the South East, although opportunities may also arise in other parts of the country. Advisers will be working closely with LEA project personnel (including those in the schools and colleges) as well as with the Unit; and considerable travelling is therefore involved.

Candidates should be qualified teachers/lecturers with a strong commitment to curriculum development providing a balance of general, technical and vocational education, and should have a wide experience in education, including experience at a senior level (Head/Principal in school or FE, adviser with LEA, or post of equivalent responsibility).

Appointments will normally be offered on a two year secondment basis with options for extension up to a maximum total period of five years. MSC invites applications from interested practitioners, and from employers wishing to nominate a seconded.

For further details and an application form (to be returned by 19th April, 1985) write to Manpower Services Commission, CSFS, Room N207, Moorfoot, Sheffield, S1 4PQ, or telephone (0743) 705085.

The Civil Service is an equal opportunity employer.

MSC Manpower Services Commission

UNIVERSITY OF CAPE TOWN Postdoctoral Research Fellowships 1986

The University of Cape Town annually invites applications for Postdoctoral Research Fellowships to be held at the University.

The Fellowships are for a twelve month period and the monthly stipend attached to the Fellowship is R 650. Successful candidates from abroad will receive an additional Travel grant up to a maximum of R 200. There is no restriction to any particular field of research.

Preference will be given to recently qualified research workers but reduced minimums will be considered for a field of about 3 months' experience. Applications have been made to learned staff members of Universities. Preference is also given to applicants whose research interests and faculty needs mesh well with those of the appropriate host department.

Each application must include full details of the applicant's envisaged research programme in addition to a full curriculum vitae and the names of two referees whom the University may consult. The policy of the University is not to discriminate in the appointment of staff on the grounds of sex, religion, race, colour or national origin. The dates of which the successful candidates will be expected to take up their duties are flexible and can be changed to suit the special circumstances of each candidate.

Applications should be addressed to the Head, Research Administration, University of Cape Town, Private Bag, Rondebosch 7700, South Africa, so as to reach him by 15 July 1985.

The initial round of awards will be despatched at the end of September.

Ref: 1985/86

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The Times Higher Education Supplement

Special Book Numbers for 1985

APRIL	12	Psychology (I)
	12	Law
	26	Computer Studies (I)
MAY	3	Sociology (I)
	10	Chemistry
	17	American Studies
	24	Economics (I)
	31	Biological Sciences (I)
JUNE	7	Education (I)
	14	Engineering
OCTOBER	4	Environmental Sciences (II)
	11	History (II)
	18	Maths and Physics (II)
NOVEMBER	1	Psychology (II)
	8	Economics (II)
	15	Biological Sciences (II)
	22	Sociology (II)
	29	Computer Studies (II)
DECEMBER	6	Education (II)